

Mark Scheme (Results)

Summer 2014

Pearson Edexcel International Lower
Secondary Curriculum in English 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.

SECTION A

Question Number	Answer	Mark
1	D = 2000 years	1

Question Number	Answer	Mark
2	Award one mark for any of the following: <ul style="list-style-type: none"> • another theory • whichever story • it is thought 	1

Question Number	Answer	Mark															
3	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>True</th> <th>False</th> </tr> </thead> <tbody> <tr> <td>Kites have always been toys</td> <td></td> <td>✓</td> </tr> <tr> <td>Kites were used for religious ceremonies</td> <td>✓</td> <td></td> </tr> <tr> <td>Early Chinese kites were large.</td> <td>✓</td> <td></td> </tr> <tr> <td>Marco Polo brought kites to Korea.</td> <td></td> <td>✓</td> </tr> </tbody> </table> <p>Award 1 mark for 2 or 3 correct answers Award 2 marks for 4 correct answers</p>		True	False	Kites have always been toys		✓	Kites were used for religious ceremonies	✓		Early Chinese kites were large.	✓		Marco Polo brought kites to Korea.		✓	2
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Kites have always been toys		✓															
Kites were used for religious ceremonies	✓																
Early Chinese kites were large.	✓																
Marco Polo brought kites to Korea.		✓															

Question Number	Answer	Mark
4	Award 1 mark for any of the following <ul style="list-style-type: none"> • early • gradually • eventually • later • today 	1

Question Number	Answer	Mark
5	B = because it is additional information	1

Question Number	Answer	Mark
6	Award 1 mark for the following: <ul style="list-style-type: none"> • mostly • eventually 	1

Question Number	Answer	Mark
7(a)	'intrepid'	1
7(b)	'spectacular'	1

Question Number	Answer	Mark
8	C = The frigatebirds fly round and round.	1

Question Number	Answer	Mark
9	Award 1 mark for the following point: Paragraph 2 <ul style="list-style-type: none"> • explains what kite surfing is. 	1

Question Number	Answer	Mark								
10	<p>Award 1 mark for any one point and a further 1 mark for valid evidence:</p> <table border="1"> <thead> <tr> <th>Point</th> <th>Evidence</th> </tr> </thead> <tbody> <tr> <td>likes to be the first to do something / do new things / lead the way</td> <td>'pioneer'</td> </tr> <tr> <td>he is a determined person / is willing to persevere/hardworking</td> <td>he spent 'months' teaching himself / had to learn on his own</td> </tr> <tr> <td>he is patient.</td> <td>he spent most of his time 'untangling' his lines</td> </tr> </tbody> </table> <p>NB: accept any other reasonable response.</p>	Point	Evidence	likes to be the first to do something / do new things / lead the way	'pioneer'	he is a determined person / is willing to persevere/hardworking	he spent 'months' teaching himself / had to learn on his own	he is patient.	he spent most of his time 'untangling' his lines	2
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likes to be the first to do something / do new things / lead the way	'pioneer'									
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he is patient.	he spent most of his time 'untangling' his lines									

Question Number	Answer	Mark
11	<p>Award 1 mark for the following point:</p> <ul style="list-style-type: none"> In paragraph 4, the writer is struggling to kite surf / says she is very clumsy / kite surfing sounds difficult / uncomfortable <p>But</p> <ul style="list-style-type: none"> In paragraph 5 the writer manages to kite surf for a few minutes / describes herself as 'effortlessly surfing the green waves'/ it sounds easy / enjoyable <p>Accept answers where the contrast is implied, eg 'in paragraph 4 she describes how she fails to wind surf and in the next paragraph she does / it's the opposite / she can do it'</p>	1
12	<p>Award 1 mark for the following point:</p> <ul style="list-style-type: none"> 'erased' suggests that the joy of riding made the writer completely forget about all the difficulties she had experienced before while learning to wind surf <p>NB: accept any other reasonable response.</p>	1

Question Number	Answer	Mark
13	<p>B = it encourages the reader to try kite surfing D = it gives a positive view of kite surfing</p>	1

Question Number	Answer	Mark
14	<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"> - The first text is informative and is written almost completely in the third person - it shifts between present tense to convey what is currently the case and past tense to describe the history of kites, though is mostly chronological - names of places eg China, Korea; people, eg Mo Di, and dates are included, to deliver information - the text focuses on the origin of kites and how their use has changed over time - the style is factual and uses impersonal constructions, and phrases which indicate how far a particular point is thought to be accurate, eg 'It is generally accepted' 'it is believed...', though it shifts into a more personal style at the end, 'Whether you enjoy ...'. - The second text is a travel article, and although it begins in the third person, quotations from Nico are included, as are sections written in the first person - it is mostly written in the present tense, but there is some use of past tense to describe Nico's efforts at learning wind surfing - this text is about kite surfing, a modern sport which 'has its roots in ancient China', a specific link between the two texts - in this text, the writer focuses on the experience of learning and enjoying the sport of kite surfing - it includes some details of places and dates, but the main emphasis is on creating a vivid impression of the scene and conveying the experience of kite surfing - there are some examples of language used for effect, eg 'a single brightly coloured kite swoops and dives' <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 attempt at comparison • 2 marks for a response that attempts to link features across the texts but without 	4

	comparing them <ul style="list-style-type: none"> • 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	Award 1 mark for one of the following points: 'blanketed' tells you the snow was <ul style="list-style-type: none"> • thick • completely covering the roof tops 	1

Question Number	Answer	Mark
16	Award 1 mark for each of the following point: <ul style="list-style-type: none"> • Hassan is looking forward to the competition / feeling positive about it / enjoying the prospect of it While <ul style="list-style-type: none"> • Amir is feeling very negative about the competition / thinks he is going to lose / sees no point in it Do not accept answers which simply paraphrase the text or refer only to Hassan or to Amir.	2

Question Number	Answer	Mark
17a	Award 1 mark for the following point: 'like an Olympic athlete showing his gold medal' suggests that: <ul style="list-style-type: none"> • Hassan held the kite very confidently / proudly / triumphantly / as though they had already won. 	1

Question Number	Answer	Mark
17b	Award 1 mark for identifying a simile from the text and a further mark that explains the simile. <ul style="list-style-type: none"> • like paper sharks (roaming for prey) • like shooting stars (, their tails rippling) • the tension in the air was as taut as the string (I was tugging) 	2

Question Number	Answer	Mark
18	Shouting	1

Question Number	Answer	Mark
19	A = They gradually reduced in number.	1

Question Number	Answer	Mark
20	Award 1 mark each for any of the following, up to a maximum of 2 marks : <ul style="list-style-type: none"> • I wanted to pack it all in • He wanted to go back home • I already knew the outcome • a laughable dream. 	2

Question Number	Answer	Mark
21	Award 1 mark each for any of the following, up to a maximum of 2 marks : <ul style="list-style-type: none"> • Amir 'didn't dare to take his eyes off the sky' • he hardly noticed when his own kite string 'sliced' his fingers. 	2

Question Number	Answer	Mark
22	Award 1 mark for one of the following: <ul style="list-style-type: none"> • people 'stomping their feet' • 'clapping' • 'chanting' / '(chorus of) "Cut him!"' 	1

Question Number	Answer	Mark
23	Award 1 mark each for any of the following points up to a maximum of 3 marks : <ul style="list-style-type: none"> • Hassan was 'screaming' • he wrapped his arm round Amir's neck • he said "Bravo, Amir, bravo!" 	3

Question Number	Answer	Mark
24	Reward answers which pick up on any of the following features, with credit given for evidence and development of points: <ul style="list-style-type: none"> - lots of kites are coming down but Amir's is still flying - the phrase 'still flying' is repeated several times, which builds up excitement - the writer uses references to time and the number of kites to increase the tension - some use of short / simple sentences, eg 'I was one of them' also adds to the tension - the blue kite is identified as the key opponent - the writer links the tension with the 'taut' string of his kite - the reference to the noise of the crowd increases the sense of anticipation - 'Then the moment came' introduces the final, decisive manoeuvre - use of ellipsis adds to the suspense - Amir's last actions are given in detail - he knows from the crowd's roar that he has been successful and this is confirmed by Hassan's behaviour and his congratulations at the end of the text. <p>Accept other appropriate points focused on features of the text which build up tension.</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 clues.	4
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SECTION B

Question Number	Answer	Mark
25	<p>Award 1 mark for a correctly placed colon and 1 mark for all correctly placed commas:</p> <p>This resort offers many opportunities to try out extreme sports: water ski-ing, kite surfing, wakeboarding and deep sea diving are all available for guests over the age of eighteen.</p>	2

Question Number	Answer	Mark
26	<p>Award 1 mark for each correctly placed apostrophe to a maximum of 2 marks:</p> <p>Unfortunately, because your train was delayed <u>you're</u> too late to watch the display of kites at the festival. If you go to the organising <u>committee's</u> tent, Mr Robins will refund the money for your tickets.</p>	2

Question Number	Answer	Mark
27	<p>Award 1 mark for the correct prepositions</p> <p><u>On</u> Sunday, there will be a kite competition <u>for</u> teenagers.</p>	1

Question Number	Answer	Mark
28 (a)	<p>Award 1 mark for an appropriate response with correct punctuation:</p> <p>e.g.</p> <p>I did not understand the appeal of flying a kite until I had tried it for myself.</p> <p>Or</p> <p>Until I had tried it for myself, I did not understand the appeal of flying a kite.</p>	1

Question Number	Answer	Mark
28(b)	<p>Award 1 mark for an appropriate response with correct punctuation:</p> <p>e.g.</p> <p>The girl, who had red hair, ran to pick up the kite.</p>	1

Question Number	Answer	Mark
28(c)	<p>Award 1 mark for each error corrected:</p> <p>We <u>were standing</u> on the beach. As the only other <u>people</u> on the beach, we could see Nico <u>clearly</u> in the distance.</p> <p>Accept other ways of correcting these errors.</p>	3

SECTION C

Question Number	Indicative content
29	<p>Responses may include a description, account or narrative of:</p> <ul style="list-style-type: none">• a key event / characters / thoughts and feelings• the competition, including the build up / preparation / anticipation. <p>Responses may demonstrate a range of techniques to increase tension / interest e.g.</p> <p>withholding information, focusing on the perspective of the competitors, describing the physical experience / including the characters' mental and emotional reactions, vivid and figurative use of language, reflections / observations on the event in retrospect.</p> <p>Credit should be given for a wide range of different interpretations.</p>

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.

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

