



Mark Scheme (Results)

June 2021

Pearson Edexcel International Lower
Secondary Curriculum In English Year 9

LEH11

Paper 01

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the last candidate in exactly the same way as they mark the first.
- 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.
- 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/indicative content will not be exhaustive.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, a senior examiner must be consulted before a mark is given.
- Crossed out work should be marked **unless** the candidate has replaced it with an alternative response.

Specific Marking Guidance

When deciding how to reward an answer, examiners should consult both the indicative content and the associated marking grid(s). When using a levels-based mark scheme, the 'best fit' approach should be used.

- Examiners should first decide which descriptor most closely matches the answer and place it in that level.
- The mark awarded within the level will be decided based on the quality of the answer and will be modified according to how securely all bullet points are displayed at that level.
- Indicative content is exactly that – they are factual points that candidates are likely to use to construct their answer.
- It is possible for an answer to be constructed without mentioning some or all of these points, as long as they provide alternative responses to the indicative content that fulfils the requirements of the question. It is the examiner's responsibility to apply their professional judgement to the candidate's response in determining if the answer fulfils the requirements of the question.

Mark scheme

Section A: Reading

| Question number | Answer | Mark |
|-----------------|--|------|
| 1 | RAO1 Award the mark for an appropriate choice of evidence: <ul style="list-style-type: none">• all living things need a shelter• people and animals need a safe place | (1) |

| Question number | Answer | Mark |
|-----------------|---|------|
| 2 | RAO4 Award 1 mark for any reasonable explanation, commenting on the language, and 1 mark for an appropriate supporting example: <ul style="list-style-type: none">• there is emotive language (1), such as 'they needed homes where they were safe from wild animals/bad weather' (1)• the writer uses language to show that the outside world could be dangerous/harmful (1) so people needed secure homes (1)• the writer uses a list of house types to show that some kind of home was always needed (1) permanent, temporary, carried around (1) Accept any other valid responses rooted in the text. | (2) |

| Question number | Answer | Mark |
|-----------------|---|------|
| 3 | RAO2 Award 1 mark for two of the following reasons: <ul style="list-style-type: none">• protection from animals• protection from attackers• protection from bad weather | (1) |

| Question number | Answer | Mark |
|-----------------|--|------|
| 4 | RAO3 A – there are lots of different homes | (1) |

| Question number | Answer | Mark | | | | | | | | |
|-----------------------------------|--|----------------|----------|-----------------------------------|----------------------------|----------------------------------|------------------------------|----------------------|------------------------|-----|
| 5 | <p>RA05</p> <p><i>Award 1 mark for each correct opposite given.</i></p> <table border="1"> <thead> <tr> <th>Writer's words</th> <th>Opposite</th> </tr> </thead> <tbody> <tr> <td>...a place of warmth and shelter.</td> <td>A cold and dangerous place</td> </tr> <tr> <td>...dry land that didn't flood...</td> <td>Wet land that flooded easily</td> </tr> <tr> <td>A defensible site...</td> <td>A place easy to attack</td> </tr> </tbody> </table> <p>Accept any correct opposite wording.</p> | Writer's words | Opposite | ...a place of warmth and shelter. | A cold and dangerous place | ...dry land that didn't flood... | Wet land that flooded easily | A defensible site... | A place easy to attack | (2) |
| Writer's words | Opposite | | | | | | | | | |
| ...a place of warmth and shelter. | A cold and dangerous place | | | | | | | | | |
| ...dry land that didn't flood... | Wet land that flooded easily | | | | | | | | | |
| A defensible site... | A place easy to attack | | | | | | | | | |

| Question number | Answer | Mark |
|-----------------|---|------|
| 6 | <p>RA02</p> <p>Award the mark:</p> <p>C - thinking ahead</p> | (1) |

| Question number | Answer | Mark |
|-----------------|--|------|
| 7 | <p>RA02</p> <p>Award the mark for:</p> <ul style="list-style-type: none"> • stocks • supplies • piles <p>Accept any other appropriate word</p> <p>Do not accept responses in the singular form</p> | (1) |

| Question number | Answer | Mark |
|-----------------|---|------|
| 8 | <p>RAO4</p> <p>Award 1 mark for each valid explanation up to a maximum of 2 commenting on 'just press the button and go!'</p> <ul style="list-style-type: none"> • The writer is making it sound easy and/or convenient to use (1) • This short sentence is presented positively (1) • The writer is encouraging people to live in an environmentally friendly way (1) <p>Accept any other valid responses.</p> | (2) |

| Question number | Answer | Mark |
|-----------------|---|------|
| 9 | <p>RAO5</p> <p>Award any reasonable explanation of the positivity of the writer's words up to a maximum of 2 marks, for example:</p> <ul style="list-style-type: none"> • The writer lists the key advantages of the new development (1) where he stresses that transport will be readily available (1) • The writer knows that cities can be airless places (1) so he describes the system which will keep it cool (1) • The writer stresses the features which will provide solar energy (1) and he highlights the building of the biggest solar panel (1) <p>Accept any other valid responses.</p> | (2) |

| Question number | Answer | Mark |
|-----------------|--|------|
| 10 | <p>RAO3</p> <p>Award 1 mark for each feature identified and 1 mark for the explanation of its matching function, up to a maximum of 2 marks e.g.</p> <ul style="list-style-type: none"> • Introduces the text with a short overview (1). This is to engage the reader and encourage them to read on (1). • sections/topics are separated into clear sections (1) and this helps the reader to focus on specific points (1) • The writer introduces each section with a subheading (1). This facilitates access to the text (1) • He uses bullet points in the longest section (1) to present key points and show the main areas being addressed (1) <p>Award identification of any valid feature.</p> | (2) |

| Question number | Answer | Mark | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|-----------------|------------|--------|------------|---------------------|--|--|---|---|--|---|--|------------------------|---|--|--|---------------------------------------|--|---|--|----------------------|--|---|--|-----|
| 11 | <p>RAO3 (1 mark), RAO4 (1 mark) Alt Award 1 mark for two or three correct. Award 2 marks for all 4 correct.</p> <p>The first one is done for you (✓).</p> <table border="1" data-bbox="416 488 1252 792"> <thead> <tr> <th data-bbox="416 488 873 555">Feature in text</th> <th data-bbox="873 488 986 555">Text 1</th> <th data-bbox="986 488 1099 555">Text 2</th> <th data-bbox="1099 488 1252 555">Both texts</th> </tr> </thead> <tbody> <tr> <td data-bbox="416 555 873 591">Includes the reader</td> <td data-bbox="873 555 986 591"></td> <td data-bbox="986 555 1099 591"></td> <td data-bbox="1099 555 1252 591">✓</td> </tr> <tr> <td data-bbox="416 591 873 658">Uses a range of organisational features</td> <td data-bbox="873 591 986 658"></td> <td data-bbox="986 591 1099 658">✓</td> <td data-bbox="1099 591 1252 658"></td> </tr> <tr> <td data-bbox="416 658 873 694">Uses historical detail</td> <td data-bbox="873 658 986 694">✓</td> <td data-bbox="986 658 1099 694"></td> <td data-bbox="1099 658 1252 694"></td> </tr> <tr> <td data-bbox="416 694 873 761">Supports the reader to make decisions</td> <td data-bbox="873 694 986 761"></td> <td data-bbox="986 694 1099 761">✓</td> <td data-bbox="1099 694 1252 761"></td> </tr> <tr> <td data-bbox="416 761 873 792">Describes the future</td> <td data-bbox="873 761 986 792"></td> <td data-bbox="986 761 1099 792">✓</td> <td data-bbox="1099 761 1252 792"></td> </tr> </tbody> </table> <p>Accept any correct identification.</p> | Feature in text | Text 1 | Text 2 | Both texts | Includes the reader | | | ✓ | Uses a range of organisational features | | ✓ | | Uses historical detail | ✓ | | | Supports the reader to make decisions | | ✓ | | Describes the future | | ✓ | | (2) |
| Feature in text | Text 1 | Text 2 | Both texts | | | | | | | | | | | | | | | | | | | | | | | |
| Includes the reader | | | ✓ | | | | | | | | | | | | | | | | | | | | | | | |
| Uses a range of organisational features | | ✓ | | | | | | | | | | | | | | | | | | | | | | | | |
| Uses historical detail | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | |
| Supports the reader to make decisions | | ✓ | | | | | | | | | | | | | | | | | | | | | | | | |
| Describes the future | | ✓ | | | | | | | | | | | | | | | | | | | | | | | | |

| Question number | Answer | | Mark |
|-----------------|--|---|------|
| 12 | <p>RAO4 (3 marks) RAO5 (3 marks) Response must be focused on the sentences given in the question. See below Any aspects of the response that draw on other parts of the text cannot be rewarded.</p> <p>Simple comment with implicit contrast:</p> <ul style="list-style-type: none"> • Text 1 tells about how home can be a place of warmth and shelter (1) Text 2 is about keeping cool in a place which gets too hot (1) • Text 1 tells you what individuals did to be comfortable (1). • Text 2 tells you about the facilities provided (1). <p>Explanation with explicit reference to the contrast:</p> <ul style="list-style-type: none"> • In Text 1 the writer is telling you about the comforts a home can provide (1) warmth and shelter in a safe place (1) whereas in Text 2 the writer wants to highlight a feature provided to keep a communal area comfortable (1) • In Text 1 there are examples of how the writer focuses on the needs of individual settlers (1), whereas Text 2 is more about how important developing eco systems is for the community (1) through careful planning (1) <p>Clear explanation of the contrast:</p> <ul style="list-style-type: none"> • In Text 1 the writer gives a simplistic picture that was the situation at the start of home building (1) for individuals with the main criteria being warmth and shelter (1) whereas Text 2 uses language to show how vital it is to plan (1) for the future of a city (1) with space for the future. (1) • Text 1 the writer presents a simplistic view (1) of how home building began with the early settlers, (1) whose main concerns were warmth and safety (1) whereas Text 2 uses language to show the importance for cities of planning ahead (1) so that they have space (1) for future development (1) | | |
| Level | Mark | Descriptor | |
| Level 1 | 1–2 | Response is a simple comment with implicit contrast, referring to either one or two of: <ul style="list-style-type: none"> • deducing, inferring or interpreting information, events or ideas • the use of language at word level • writers’ purpose and viewpoint/overall effect on the reader. | |
| Level 2 | 3–4 | Response is an explanation with explicit reference to the contrast, focused on two of: <ul style="list-style-type: none"> • deducing, inferring or interpreting information, events or ideas • the use of language at word level • writers’ purpose and viewpoint/overall effect on the reader. | |
| Level 3 | 5–6 | Response is a clear explanation of the contrast, focusing on: <ul style="list-style-type: none"> • deducing, inferring or interpreting information, events or ideas • the use of language at word level • writers’ purpose and viewpoint/overall effect on the reader. | |

| Question number | Answer | Mark |
|------------------------|---|-------------|
| 13 | <p>RAO4 (1 mark) RAO5 (1 mark)</p> <p>Award 1 mark for any reasonable explanation and 1 mark for appropriate evidence, up to a maximum of two marks, for example:</p> <ul style="list-style-type: none"> • Text 1 is more appealing because it shows how people developed the first homes. (1) The writer says 'a hill top or river bend were good choices' (1) • Text 2 is more appealing because the writer describes a project which is using the most up to date technology (1) 'has four of the ten largest solar parks in the world (1) • Text 1 because it tells you about different homes and places, they might be built 1) 'nearby farm land with fertile soil was also important' (1) • Text 2 because it builds down from the efforts of a country to what individual house owners can do (1) 'using low energy light bulbs' (1) | (2) |

| Question number | Answer | Mark |
|------------------------|--|-------------|
| 14 | <p>RAO1</p> <p>Award the mark:</p> <ul style="list-style-type: none"> • C – she didn't want to irritate it | (1) |

| Question number | Answer | Mark |
|------------------------|--|-------------|
| 15 | <p>RAO2</p> <p>Award the mark for:</p> <ul style="list-style-type: none"> • B – calm | (1) |

| Question number | Answer | Mark |
|-----------------|---|------|
| 16 | <p data-bbox="376 259 464 293">RAO4</p> <p data-bbox="376 327 1134 454">Award 1 mark for a valid explanation commenting on 'a sleeping princess'. 1 mark for an explanation of the anticipation of 'waiting to be bought back to life' up to a maximum of 2 marks, for example:</p> <ul data-bbox="376 521 1190 943" style="list-style-type: none"><li data-bbox="376 521 1150 589">• The writer is giving the house the features of a person which shows how she empathises with it (1).<li data-bbox="376 618 1182 712">• The writer is personifying the house (1), because it is so welcoming and comfortable to her, she thinks of it as a character (0).<li data-bbox="376 745 1166 813">• The writer says that the house is still, it is not lively (1) and is hoping to be reoccupied (1)<li data-bbox="376 846 1190 943">• The writer is using a comparison with a fairy tale (1) and the use of 'waiting' shows that she is feeling hopeful that this will happen (1) <p data-bbox="376 1003 831 1037">Accept any other valid responses.</p> | (2) |

| Question number | Answer | Mark |
|-----------------|---|------|
| 17 | <p>RA05</p> <p>Award any reasonable contrasting explanation of the words up to a maximum of 4 marks:</p> <ul style="list-style-type: none"> • at home she felt lonely despite the noise/crowds • in the house she feels settled, despite the isolation • at home she feels excluded but in the house, she feels included • in the house she imagines her own company but at home she ignores the real people <p>For example:</p> <ul style="list-style-type: none"> • at home, she does not feel part of the noise (1) it makes her feel lonely when she is there, it distances her (1) whereas in the house, despite being on her own she never feels lonely (1), she imagines her own company (1) • the chaos and noise of her home isolates her (1) but the calm and peace of the house embraces her. (1) Even though she was on her own, ironically, she did not feel isolated (1) • 'all that noise' emphasises the chaotic nature of her home (1) and 'stop me feeling lonely' suggests that she does not feel involved in the life which her family share (1) • she doesn't feel included (at home) (1) but she includes the house when she is there (1) • because the noise is just noise and isn't of benefit to anyone (1) <p>Accept any other valid responses.</p> | (4) |

| Question number | Answer | Mark |
|-----------------|---|------|
| 18 | <p>RA04</p> <p>Award 1 mark for each way a positive attitude is identified and 1 mark for an explanation of it, up to a maximum of 4 marks:</p> <ul style="list-style-type: none"> • she goes there at any opportunity/often visits (over a period of time) • she has the library/books/apples to access • she enjoys the home comforts (curling up on faded rug)/large room(s) and fire • she enjoys the peace and quiet/solitude • she dreams of future plans in the house • she thinks the house and she were friends/are getting to know one another <p>For example:</p> <ul style="list-style-type: none"> • She 'curls up comfortably' (1) enjoying the peace and quiet the house offers (1) • She felt as if the house and she were friends (1) 'getting to know one another' and she never felt lonely when she was there (1) • She enjoys spending time daydreaming. She says 'I daydreamed about the parties' (1) and she imagines 'the way the rooms would come to life' (1) • She feels comfortable in the house because e.g., she lights a fire/curls up comfortably/eats apples/uses the library (1) | (4) |

| Question number | Answer | Mark |
|-----------------|---|------|
| 19 | <p>RA05</p> <p>Award the 1 mark for the effect and 1 mark for the cause of the effect.</p> <ul style="list-style-type: none"> • It gives a sense of foreboding (1) The reader realises that the fire that has given her warmth and comfort has now betrayed her (1) • The reader senses that her time spent (undiscovered) in the house has been brought to an end (1) • The writer uses 'gave me away' to signal to the reader that things will change (1) | (2) |

| Question number | Answer | Mark |
|-----------------|---|------------|
| 20 | RAO4 Award 1 mark for an explanation e.g.: <ul style="list-style-type: none">• It shows that she remembers this day very clearly (as she recalls the weather) (1)• It shows that things are about to change. (1)• There have not been any other characters involved in the house till this point (1)• It shows that the event is significant because she recalls the day (1) | (1) |

Section C: Writing

| Question number | Indicative content |
|-----------------|--|
| 21 | <p>WAO1 (18 marks), WAO2 (12 marks)</p> <p>Purpose: to write a piece about alterations that could be made to your school to make it environmentally more efficient. This may be informative, descriptive and persuasive. It may also be engaging and/or entertaining. This may involve a range of approaches, including: description, explanation and information.</p> <p>Audience: the writing is for an environmentally pro-active group. The focus is on communicating information about and describing the alterations which could be made to your school.</p> <p>Form: the response should be an informative and explanatory article.</p> <p>Responses may include:</p> <ul style="list-style-type: none"> • alterations which could be made • the impact these will have • reasons for identifying these features. |

Form, communication and purpose

| Level | Mark | WAO1 descriptor |
|-------|-------|---|
| S1 | 1–4 | <ul style="list-style-type: none"> • Some content linked to task with an awareness of audience. Form is sometimes maintained. • Some paragraphs or sections logically sequenced, although transitions may be awkward. • Some stylistic features are used to support purpose. |
| S2 | 5–9 | <ul style="list-style-type: none"> • Mostly appropriate to task with clear awareness of audience. Form mostly established and maintained. • Organised with clear control of paragraphs or sections that supports coherence. • Stylistic features used add emphasis and interest which mostly supports purpose. |
| S3 | 10–14 | <ul style="list-style-type: none"> • Appropriate to task with secure awareness of audience. Form established and maintained throughout. • Organised with clear control of paragraphs or sections that supports coherence throughout. • Stylistic features used add emphasis and interest which supports purpose. |
| S4 | 15–18 | <ul style="list-style-type: none"> • Sophisticated awareness of audience. Form adapted and controlled for purpose. • Organised with complete control of paragraphs or sections with coherence throughout. • Stylistic features used confidently fully supporting purpose. |

Grammar, punctuation and spelling

| Level | Mark | WAO2 descriptor |
|-------|-------|--|
| S1 | 1-3 | <ul style="list-style-type: none">• Some sentences grammatically sound with some complex connectives used.• Some sentences correctly demarcated, with mostly correct use of internal punctuation.• Spelling of common functional words is accurate with some lapses. |
| S2 | 4-6 | <ul style="list-style-type: none">• Sentences mostly grammatically sound with an emerging range of complex connectives used to develop sentences.• Most sentences correctly demarcated, with mostly correct use of internal punctuation.• Spelling is mostly accurate including evidence of more ambitious vocabulary. |
| S3 | 7-9 | <ul style="list-style-type: none">• Sentences are grammatically secure with complex connectives used to develop sentences.• Sentences are correctly demarcated with appropriate use of punctuation.• Spelling is accurate with more ambitious choices used appropriately. |
| S4 | 10-12 | <ul style="list-style-type: none">• Sentences are grammatically assured and used effectively throughout.• Sentences are demarcated correctly and with sophisticated use of punctuation.• Spelling is accurate with ambitious choices used appropriately and confidently. |

