



Mark Scheme (Results)

October 2021

Pearson Edexcel International Lower  
Secondary Curriculum In English

Year 9

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	<b>RAO1</b>  Award <b>one</b> mark for an appropriate choice of evidence: <ul style="list-style-type: none"><li>• They eat waste</li><li>• They keep rat numbers down.</li></ul>	<b>(1)</b>

Question number	Answer	Mark
2	<b>RAO4</b>  Award <b>one</b> mark for any suitable word, e.g. <ul style="list-style-type: none"><li>• lessened</li><li>• reduced</li><li>• decreased</li><li>• dwindled.</li></ul> Accept any suitable synonym in the correct tense.	<b>(1)</b>

Question number	Answer	Mark
3	<b>RAO2 - RAO4</b>  Award <b>one</b> mark for any reasonable explanation, commenting on the language, and <b>one</b> mark for an appropriate supporting example.  For example: <ul style="list-style-type: none"><li>• the writer uses positive statements about the gulls' adaptability (1) and their ability to find food and safety (1)</li><li>• the writer explains that gulls are suffering and struggling at the coast (1) but have found safety and food in the city (1)</li><li>• the writer explains that they are thriving in the city (1).</li></ul>	<b>(2)</b>

Question number	Answer	Mark
4	<b>RAO3</b> <b>C</b> show skills to be praised	(1)

Question number	Answer	Mark															
5	<b>RAO5</b> Award one mark for two or three correct. Award two <b>marks for all 4 correct answers.</b> <table border="1" data-bbox="375 869 1332 1099"> <thead> <tr> <th>Writer's words</th> <th>Positive</th> <th>Negative</th> </tr> </thead> <tbody> <tr> <td>...masters of adaptability</td> <td>✓</td> <td></td> </tr> <tr> <td>...while struggling at the coast</td> <td></td> <td>✓</td> </tr> <tr> <td>..never a pleasant experience</td> <td></td> <td>✓</td> </tr> <tr> <td>...examples of mascots used by teams</td> <td>✓</td> <td></td> </tr> </tbody> </table> Accept any correct identification.	Writer's words	Positive	Negative	...masters of adaptability	✓		...while struggling at the coast		✓	..never a pleasant experience		✓	...examples of mascots used by teams	✓		(2)
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6	<b>RAO2</b> <b>B</b> outwit	(1)

Question number	Answer	Mark
7	<p><b>RAO2</b></p> <p>Award <b>one</b> mark for any suitable word, e.g.</p> <ul style="list-style-type: none"> <li>• alert</li> <li>• mindful</li> <li>• focussed</li> </ul> <p>Also accept other appropriate synonyms.</p> <p>DNA caring/nurturing.</p>	<b>(1)</b>

Question number	Answer	Mark
8	<p><b>RAO4</b></p> <p>Award any reasonable explanation of the actions to a maximum of <b>two</b> marks.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• the writer explains that seagulls pay attention to the chicks (1) they take it in turn to feed the chicks (1)</li> <li>• the writer explains that the seagulls take it in turns to care for the young (1) they protect the babies (1)</li> <li>• the writer points out that the gulls pair for life (1) and work together to care for their young (1)</li> <li>• they are described as caring (1).</li> </ul> <p>Accept any other valid responses.</p> <p>Do not accept direct quotations <b>without</b> reference to the writer's use of language.</p>	<b>(2)</b>

Question number 9	Answer	Mark
	<p><b>RA05</b></p> <p>Award <b>one</b> mark for recognition of the uniqueness of this feature and <b>one</b> mark for an explanation of the importance it holds. For example:</p> <ul style="list-style-type: none"> <li>• Seagulls live at the coast where fresh water is not available but sea water is (1) very few creatures can filter sea water but the seagull can (1)</li> <li>• The writer knows this is unusual (1) and made possible by the special glands above their eyes, which makes the water drinkable (1)</li> <li>• He tells us very few animals can do this (1).</li> </ul>	<b>(2)</b>

Question number 10	Answer	Mark
	<p><b>RA05</b></p> <p>Award <b>one</b> mark for an explanation commenting on the word 'vital'.</p> <p>Award <b>one</b> mark for recognising the importance of the nursery flocks in nurturing the species:</p> <ul style="list-style-type: none"> <li>• the writer describes the skills the young learn as vital meaning that they are important, (1) the older gulls teach them how to survive (1)</li> <li>• they show that in the nursery flocks the young gulls learn how to survive (1), without this they would struggle (1).</li> <li>• it tells us that a few adults care for the young gulls until they are old enough to breed (1).</li> <li>• he uses the word vital to show how necessary it is to learn (1).</li> </ul> <p>Accept any other valid responses.</p>	<b>(2)</b>

Question number	Answer	Mark																				
11	<p><b>RAO2</b> <b>RAO3</b> <b>RAO4</b></p> <p>Award <b>one</b> mark for two correct. Award <b>two</b> marks for all 3 correct.</p> <p>The first one is done for you (✓).</p> <table border="1" data-bbox="416 580 1252 790"> <thead> <tr> <th data-bbox="416 580 873 651">Feature in text</th> <th data-bbox="873 580 986 651">Text 1</th> <th data-bbox="986 580 1099 651">Text 2</th> <th data-bbox="1099 580 1252 651">Both texts</th> </tr> </thead> <tbody> <tr> <td data-bbox="416 651 873 689">Uses sub headings</td> <td data-bbox="873 651 986 689">✓</td> <td data-bbox="986 651 1099 689"></td> <td data-bbox="1099 651 1252 689"></td> </tr> <tr> <td data-bbox="416 689 873 723">Paragraphs provide structure</td> <td data-bbox="873 689 986 723"></td> <td data-bbox="986 689 1099 723"></td> <td data-bbox="1099 689 1252 723">✓</td> </tr> <tr> <td data-bbox="416 723 873 757">Demonstrates empathy</td> <td data-bbox="873 723 986 757"></td> <td data-bbox="986 723 1099 757"></td> <td data-bbox="1099 723 1252 757">✓</td> </tr> <tr> <td data-bbox="416 757 873 790">Written in the present tense</td> <td data-bbox="873 757 986 790"></td> <td data-bbox="986 757 1099 790"></td> <td data-bbox="1099 757 1252 790">✓</td> </tr> </tbody> </table> <p>Accept any correct identification.</p>	Feature in text	Text 1	Text 2	Both texts	Uses sub headings	✓			Paragraphs provide structure			✓	Demonstrates empathy			✓	Written in the present tense			✓	(2)
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Question number	Answer	Mark
12	<p><b>RAO2 (2 marks) RAO4 (2 marks) RAO5 (2 marks)</b></p> <p>Response must be focused on the sentences given in the question.</p> <p><i>Text 1: '...masters of adaptability...'</i></p> <p><i>Text 2: 'Seagulls are very clever.'</i></p> <p>Evidence to support the contrasting ways can be taken from anywhere in Text 1 and Text 2.</p> <p>Simple comment with implicit contrast:</p> <ul style="list-style-type: none"> <li>• The writer of Text 1 describes gulls as being clever enough to adapt. (1)</li> <li>• Text 1 describes how well gulls can change/adapt (1). Text 2 gives examples of how clever they are (1).</li> </ul> <p>Explanation with explicit reference to the contrast:</p> <ul style="list-style-type: none"> <li>• In Text 1 the writer is telling how well the seagulls have adjusted (1) and can find food easily in towns (1). In Text 2 their behaviours are explained (1), they can make worms come to the surface so food is available (1).</li> </ul> <p>Clear explanation of the contrast:</p> <ul style="list-style-type: none"> <li>• The writer of Text 1 explains how seagulls decided (1) to move to cities where food is more readily available (1), sometimes by attacking people with food in their hands (1). Whereas, in Text 2 the writer wants to show how skilfully the gulls survive (1) by using learnt tricks (1) such as breaking open shells to get at the food inside (1).</li> </ul>	(6)
Level	Mark	Descriptor
Level 1	1-2	<p>Response is a simple comment with implicit contrast, referring to either one or two of:</p> <ul style="list-style-type: none"> <li>• deducing, inferring or interpreting information, events or ideas</li> <li>• the use of language at word level</li> <li>• writers' purpose and viewpoint/overall effect on the reader.</li> </ul>
Level 2	3-4	<p>Response is an explanation with explicit reference to the contrast, focused on two of:</p> <ul style="list-style-type: none"> <li>• deducing, inferring or interpreting information, events or ideas</li> <li>• the use of language at word level</li> <li>• writers' purpose and viewpoint/overall effect on the reader.</li> </ul>
Level 3	5-6	<p>Response is a clear explanation of the contrast, focusing on:</p> <ul style="list-style-type: none"> <li>• deducing, inferring or interpreting information, events or ideas</li> <li>• the use of language at word level</li> <li>• writers' purpose and viewpoint/overall effect on the reader.</li> </ul>

Question number	Answer	Mark
13	<p><b>RAO4 (1 mark) RAO5 (1 mark)</b></p> <p>Award <b>one</b> mark for any reasonable explanation and <b>one</b> mark for appropriate evidence, up to a maximum of <b>two</b> marks. For example:</p> <ul style="list-style-type: none"> <li>• Text 1 is more appealing because it explains the behaviour of gulls and points out how they help people (e.g., keeping rats away)</li> <li>• Text 2 appeals to me because it has information about some of the more unusual things about seagulls, how they communicate and how they can drink salt water.</li> </ul>	(2)

Question number	Answer	Mark
14	<p><b>RAO2</b></p> <p><b>D</b> emphasis</p>	(1)

Question number	Answer	Mark
15	<p><b>RAO2</b></p> <p>Award <b>one</b> mark for an acceptable synonym, e.g.</p> <ul style="list-style-type: none"> <li>• points</li> <li>• blades</li> </ul> <p>Do not accept knives.</p>	(1)

Question number 16	Answer	Mark
	<p><b>RAO4</b></p> <p>Award <b>one</b> mark for a valid explanation commenting on the purpose of the metaphor.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• The writer has said the seagull is a cannonball, which is a comparison with something that moves with great speed (1)</li> <li>• The seagull is called a cannonball, which gives the effect of it travelling rapidly with increasing speed (1)</li> <li>• The writer has made a direct comparison with something having great force as it travels (1).</li> </ul> <p>Accept any other valid responses.</p>	<b>(1)</b>

Question number 17	Answer	Mark
	<p><b>RAO5</b></p> <p>Award <b>one</b> mark for each use of language identified to show a characteristic and <b>one</b> mark for an example from the text, up to a maximum of <b>four</b> marks:</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• The writer shows the bravery (1) as the seagull does not think of failure 'without a moment for thought of failure', (as he did a vertical dive) (1)</li> <li>• The writer counts the increasing speed (seventy miles an hour, ninety ...) (1) and combines this with the effect of the wind to show his determination (1)</li> <li>• The writer describes the seagull rejoicing at his achievement (1) as he closed his eyes to slits (1)</li> <li>• The writer uses the phrase 'proud that his fear was under control' (1). He would not accept the ordinary (1).</li> </ul> <p>Accept any other valid responses supported by appropriate examples from the text.</p>	<b>(4)</b>

Question number 18	Answer	Mark
	<p><b>RAO2</b></p> <p>Award one mark for the identification of the promise made to himself. Award one mark for recognition that the promise was not kept.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• He had made a promise to himself / a vow which he then broke (1)</li> <li>• He had vowed not to dive again (1) but he did dive again and again (1).</li> </ul>	<b>(2)</b>

Question number 19	Answer	Mark
	<p><b>RAO2</b></p> <p>Award <b>one</b> mark for any indication of the bird's feelings with some explanation, e.g.</p> <ul style="list-style-type: none"> <li>• He is pleased with himself (1) for being able to do such a terrifying dive (1).</li> </ul> <p>DNA simple repetition of delight and pride.</p>	<b>(2)</b>

Question number	Answer	Mark
20	<p><b>RA04</b></p> <p>Award <b>one</b> mark for each example given, one each for speed and height, and <b>one</b> mark for an appropriate explanation of how each effect is built up, up to a maximum of <b>four</b> marks.</p> <p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• climbed two thousand feet</li> <li>• fell into a vertical dive</li> <li>• seventy miles an hour, ninety, a hundred and twenty and faster still</li> <li>• From five thousand feet (the fishing boats were specks in the flat blue water)</li> <li>• shot/plunged directly towards the sea</li> <li>• terminal velocity</li> <li>• if his wings unfolded at this speed he'd be blown into a million tiny shards.</li> </ul> <p><b>Explanation:</b></p> <ul style="list-style-type: none"> <li>• stresses the height the dive is taken from (two thousand feet/ five thousand feet)</li> <li>• builds up the speed (Seventy miles ...)</li> <li>• uses words which indicate speed (shot/plunged)</li> <li>• stresses the danger (blown into a million tiny shards).</li> </ul>	<b>(4)</b>

## Section C: Writing

Question number	Indicative content
21	<p><b>WAO1 (18 marks), WAO2 (12 marks)</b></p> <p><b>Purpose:</b> to write a piece about an exciting/challenging activity. It may also be engaging and/or entertaining. This may involve a range of approaches, including: description, narrative, explanation, recount or report.</p> <p><b>Audience:</b> the writing is for donors wanting to read about this experience. The focus is on communicating information and describing the activity. This may involve a range of approaches.</p> <p><b>Form:</b> the response should be a recount/description.</p> <p>Responses <b>may</b> include:</p> <ul style="list-style-type: none"> <li>• details of the chosen activity</li> <li>• impact on the writer</li> <li>• reasons that made this activity so challenging.</li> </ul>

### Form, communication and purpose

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

## Grammar, punctuation and spelling

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