

iLowerSecondary

ENGLISH

SAMPLE ASSESSMENT MATERIALS

Pearson Edexcel International Award in Lower Secondary
English (LEH11)

For first teaching September 2018

First examination June 2019

Issue 1



Edexcel, BTEC and LCCI qualifications

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Introduction

The Pearson Edexcel International Award in Lower Secondary English is designed for use in international schools. It is part of a suite of *iLowerSecondary* qualifications offered by Pearson.

These sample assessment materials have been developed to support this qualification and will be used as the benchmark to develop the assessment students will take.

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 be 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. However different examples of responses will be provided at standardisation.
- 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.

Marking guidance for levels based mark schemes (writing task)

How to award marks

The levels descriptors reflect the relative weighting of each skill within each mark band. Confirmation of the marks assigned to Assessment Objectives is provided at the top of each mark scheme. This has been provided to further reflect the balance between the Assessment Objectives as described in the relevant level descriptors.

Finding the right level

The first stage is to decide which level the response should be placed in. To do this, use a 'best-fit' approach, deciding which level most closely describes the quality of the response. Responses can display characteristics from more than one level, and where this happens markers must use the guidance below and their professional judgement to decide which level is most appropriate.

Placing a mark within a level

After a level has been decided on, the next stage is to decide on the mark within the level. The instructions below tell you how to reward responses within a level.

Markers should be prepared to use the full range of marks available in a level and not restrict marks to the middle. Markers should start at the middle of the level (or the upper-middle mark if there is an even number of marks) and then move the mark up or down to find the best mark. To do this, they should take into account how far the response meets the requirements of the level:

- if it meets the requirements fully, markers should be prepared to award full marks within the level. The top mark in the level is used for responses that are as good as can realistically be expected within that level

- if it only barely meets the requirements of the level, markers should consider awarding marks at the bottom of the level. The bottom mark in the level is used for responses that are the weakest that can be expected within that level
- the middle marks of the level are used for responses that have a reasonable match to the descriptor. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met.

When a candidate has produced a response that displays characteristics from more than one level, examiners must use their professional judgement to decide what level should be awarded.

Please check the examination details below before entering your candidate information

Candidate surname

Other names

**Pearson Edexcel
International Award
in Lower Secondary**

Centre Number

Candidate Number

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**Sample assessment material for first teaching
September 2018**

Time: 1 hour 45 minutes

Paper Reference **LEH11/01**

English
Achievement test

You must have:
Source booklet

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions in Section A and complete the **one** task in Section B.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 70.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*
- Dictionaries may **not** be used in this test.

Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- It is recommended that you read one text at a time and answer the questions on this text.
- Including reading time, it is recommended that you spend:
– 1 hour 10 minutes on Section A
– 35 minutes on the task in Section B.
- Check your answers if you have time at the end.

Turn over ►

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SECTION A: READING

It is recommended that you spend 1 hour and 10 minutes on Section A.

Answer ALL questions.

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

Read Text 1 in the Source Booklet and answer Questions 1 to 5.

1 Why did the astronauts need to rest?

- A** it was night time.
- B** the landing was challenging.
- C** the Moon made them tired.
- D** they had walked a long way.

(Total for Question 1 = 1 mark)

2 The time, 10:28 pm, is written so precisely to show...

- A** a precise record of the historic event.
- B** it is the time when the astronauts woke up.
- C** that it was the middle of the morning.
- D** when people have to turn on their televisions.

(Total for Question 2 = 1 mark)

3 *'That's one small step for man, one giant leap for mankind.'*

Explain what Neil Armstrong meant by these words.

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(Total for Question 3 = 2 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

4 The words '*tranquil*' and '*desolate*' have different effects.

Explain why the writer uses these words to describe the scene for the reader.

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(Total for Question 4 = 2 marks)

5 Explain **one** of the ways the writer has organised this text.

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(Total for Question 5 = 2 marks)

Read Text 2 in the Source Booklet and answer Questions 6 to 10.

- 6** Give **one** piece of evidence from the text that suggests the explorer has been on other expeditions.

(Total for Question 6 = 1 mark)

- 7** Explain how the writer uses language to describe the weather.

Include **one** example to support your answer.

(Total for Question 7 = 2 marks)

- 8** '*...people peering out at me from the dark entranceways*'

What do these words suggest about the people in the village?

(Total for Question 8 = 1 mark)

9 *'And, finally, irrevocably, I paddle away.'*

The writer used so many commas in this short sentence to

- A clarify the journey
- B confirm her plans
- C contrast different ideas
- D create emphasis

(Total for Question 9 = 1 mark)

10 The writer shows different feelings in this text.

Tick the boxes to match the writer's feelings with her words.

Writer's words	Positive feeling	Negative feeling
...expecting the world to end. Which it doesn't.		
Rain or no rain, today is the day for the journey to begin.		
...can say for certain whether I'll get to the end.		
Already, I fear the irrationality of my journey.		

(Total for Question 10 = 2 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

13 Explain which text would be more appealing to someone who is interested in challenging experiences.

Remember to use evidence from the text to support your view.

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(Total for Question 13 = 2 marks)

Read Text 3 in the Source Booklet and answer Questions 14 to 20.**14** What did Fred do that he had never done before?

- A** apologise
- B** cheat
- C** creep
- D** steal

(Total for Question 14 = 1 mark)**15** Write a synonym for 'humiliation' as used in **this** sentence.*'The thought made Fred's stomach squirm with humiliation.'***(Total for Question 15 = 1 mark)****16** The writer uses a metaphor:*'It was a green tablecloth for a giant, laid out atop the trees.'*

Explain how this metaphor creates effect.

(Total for Question 16 = 2 marks)

17 Explain how the writer presents the two characters in this text.

Remember to use evidence from the text and refer to **both** characters in your answer.

Fred

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The explorer

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(Total for Question 17 = 4 marks)

18 Explain **two** ways the writer shows that this place was **once** a settlement.

Remember to use evidence from the text to support your ideas.

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(Total for Question 18 = 4 marks)

19 In line 27 the writer uses a short sentence. What is the effect of this?

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(Total for Question 19 = 1 mark)

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DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

20 Reread these sentences from the text.

It was a powerful relief when the sun came up...

Fred made a mental note to only lie in hammocks diagonally from now on.

Explain the effect of the underlined words.

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(Total for Question 20 = 2 marks)

TOTAL FOR SECTION A = 40 MARKS

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(Total for Question 21 = 30 marks)

TOTAL FOR SECTION B = 30 MARKS

TOTAL FOR PAPER = 70 MARKS

Pearson Edexcel International Award in Lower Secondary

**Sample assessment material for first teaching
September 2018**

Paper Reference **LEH11/01**

English
Achievement test

Source booklet
Do not return this Source booklet with the Achievement test.

Turn over ►

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TEXT 1

This text is about the first time that men landed on the Moon in 1969.

Walking on the Moon

After the excitement, exertion, and drama of the lunar landing, astronauts Neil Armstrong and Buzz Aldrin spent the next six-and-a-half hours resting and then preparing themselves for their moon walk.

At 10:28 pm Armstrong turned on the video cameras. These cameras transmitted images from the moon to over half a billion people on Earth who sat watching their televisions.

Neil Armstrong was the first person out of the lunar module. He climbed down a ladder and then became the first person to set foot on the Moon.

Armstrong then stated, "That's one small step for man, one giant leap for mankind."

A few minutes later, Aldrin exited the lunar module and stepped on the moon's surface.



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Working on the Surface

Although Armstrong and Aldrin got a chance to admire the tranquil, desolate beauty of the moon's surface, they also had work to do.

NASA had sent the astronauts with a number of scientific experiments to set up and the men were to collect samples from the area around their landing site. They returned with 46 pounds of moon rocks.

20

Time to Leave

After spending 21 hours and 36 minutes upon the moon it was time to leave.

To lighten their load, the men threw out some excess materials like backpacks, boots and a camera. These fell to the moon's surface and were to remain there. Also left behind was a plaque which read, "Here men from the planet Earth first set foot upon the moon."

25

TEXT 2

Kira Silek is an explorer. This is her description of the beginning of a kayak journey along the Niger River in Mali, Africa.

In the beginning, my journeys feel at best ludicrous, at worst insane. This one is no exception. The idea is to paddle nearly 600 miles on the Niger River in a kayak, alone, from the town of Old Ségou to Timbuktu.

And now, at the very hour when I have decided to leave, a thunderstorm bursts open the skies, sending down unrelenting rain, washing away the very ground beneath my feet. It is the rainy season in Mali, for which there can be no comparison in the world. Lightning pierces trees, slices across houses. Thunder racks the skies and pounds the earth like mortar fire, and every living thing huddles in tenuous shelter, expecting the world to end. Which it doesn't.

5



I survey the river I'm to leave on this morning. Rain or no rain, today is the day for the journey to begin. And no one, not even the oldest in the village, can say for certain whether I'll get to the end.

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I carry my inflatable kayak through the narrow passageways of Old Ségou, past the small mud huts melting in the rains, past the huddling goats and smoke of cooking fires, people peering out at me from the dark entranceways. It is

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View of Old Ségou Town, Mali and the River Niger

a maze of ancient homes, plastered with the very earth people walk upon.

25

I balance my gear, adjust the straps, get in. And, finally, irrevocably, I paddle away.

Already, I fear the irrationality of my journey. I fear the very stubbornness which drives me forward.

TEXT 3

Following a plane crash in the jungle, Fred is trying to reach home. On this journey he meets the explorer.

The Explorer

Fred didn't want to risk closing his eyes again. It was a powerful relief when the sun came up, and he could creep out of the stone hut into its warmth.

There was a chilly lump of guilt sitting in his stomach, left over from the previous night. He had never stolen anything in his life, never even tried. He looked towards the vines, shining vivid emerald in the morning light. He thought of the look on the explorer's face; it had been more than angry, it had had fear in it. 5



He would have to apologise. The thought made Fred's stomach squirm with humiliation; but he couldn't leave the explorer thinking he was a habitual thief, a liar, a cheat. He wasn't sure if the man was kind enough to accept apologies; it might be akin to apologising to one of the stone statues. But he would try. 10 15

He tipped up his boots, checking them for scorpions; all the books he'd read had been very urgent on the matter of scorpions. 20

Fred's fingers were clumsier than usual; his upper body was quivering with nerves.

The ruin looked different in the sunrise. It looked more alive. Fred walked slowly through the open square, staring upwards.

The canopy above them was intricately constructed, woven from the branches of trees that had sprouted among the stones and nestled against the walls, and from a network of vines. It was a green tablecloth for a giant, laid out atop the trees. 25

The explorer, though, was nowhere to be seen.

Fred was just about to turn tail and run when he heard deep breathing ahead of him.

The explorer was asleep in a hammock. He lay in it diagonally; stretched out in that direction it was almost as flat as a bed. Fred made a mental note to only lie in hammocks diagonally from now on. 30

Fred moved closer.

'Boy. I hope you have a good reason for waking me.'

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Source information

Text 1: [www.thoughtco.com/first man on the moon](http://www.thoughtco.com/first-man-on-the-moon)

Text 2: <http://www.kirasalak.com/CruellestJourneyExcerpt.html>

Image of Old Ségou Town: © picattos/Shutterstock

Text 3: 'The Explorer', © Katherine Rundell, Bloomsbury Children's Books

Mark scheme

Section A: Reading

Question number	Answer	Mark
1	RAO1 Award the mark: <ul style="list-style-type: none">• B The landing was challenging.	(1)

Question number	Answer	Mark
2	RAO2 Award the mark for: <ul style="list-style-type: none">• A a precise record of the historic event.	(1)

Question number	Answer	Mark
3	RAO4 Award 1 mark for a valid explanation commenting on the 'small step' and 1 mark for an explanation on the 'giant leap', up to a maximum of 2 marks, for example: <ul style="list-style-type: none">• Armstrong says that stepping onto the Moon was a small step (1) but landing on the Moon was really a 'giant leap for mankind', because it was a big achievement for humans to land on the Moon (1)• Armstrong meant that stepping down onto the Moon was a small step (1) but that having a man on the Moon was a big step in exploration (1). Accept any other valid responses.	(2)

Question number	Answer	Mark
4	<p>RAO5</p> <p>Award any reasonable explanation of both words, up to a maximum of 2 marks, for example:</p> <ul style="list-style-type: none"> the writer uses 'tranquil' as it means peaceful and has a positive/calming effect (1), whereas 'desolate' suggests a barren place, which has a negative effect (1) the writer uses 'tranquil' to show that the Moon was beautiful (1) but then uses 'desolate', as nothing lived there, there was no life (1) 'tranquil' suggests something really serene (1) but the Moon is also 'desolate', suggesting that although it is impressive, it also shows that it is depressing (as it is empty of life) (1) the writer uses these words as they mean the opposite of each other and they set the scene (1), for example eerie and beautiful/strange and wonderful (1). <p>Accept any other valid responses.</p>	(2)

Question number	Answer	Mark
5	<p>RAO3</p> <p>Award 1 mark for the feature identified and 1 mark for the explanation of its function, up to a maximum of 2 marks:</p> <ul style="list-style-type: none"> subheadings are used (1) to time sequence events/to help the reader locate information (1) time (markers) is/are used (1) to show the reader how long they were on the Moon (1) sequential events are used (1) and this means that the reader can follow events in chronological/the correct order (1). <p>Accept any other valid responses rooted in the text.</p>	(2)

Question number	Answer	Mark
6	<p>RAO1</p> <p>Award the mark for an appropriate choice of evidence:</p> <ul style="list-style-type: none"> (my) journeys (1) This one (is no exception) (1). <p>Do not accept 'journey', as the plural must be given.</p> <p>Also do not accept long text lifts.</p>	(1)

Question number	Answer	Mark
7	<p>RAO4</p> <p>Award 1 mark for any reasonable explanation, commenting on the language, and 1 mark for an appropriate supporting example:</p> <ul style="list-style-type: none"> the writer uses emotive language (1), such as 'unrelenting' to show it is horrible (1) the writer emphasises the poor conditions by using dramatic/powerful verbs (1) such as 'Lightning pierces trees'/slices across houses (1) the writer makes it sound like the weather is attacking her/she is under attack from the weather (1), as she uses a simile/they use a simile 'pounds the earth like mortar fire' (1). <p>Accept any other valid responses rooted in the text.</p>	(2)

Question number	Answer	Mark
8	<p>RAO2</p> <p>Award the mark for:</p> <ul style="list-style-type: none"> the people are secretive (1) the people are puzzled by/curious about the writer (1) the people are keeping dry/warm/taking shelter/being sensible (1). <p>Accept any other valid responses rooted in the text.</p>	(1)

Question number	Answer	Mark
9	<p>RAO3</p> <p>Award the mark for:</p> <ul style="list-style-type: none"> D create emphasis. 	(1)

Question number	Answer	Mark															
10	<p>RA05</p> <p>Award 1 mark for two or three correct. Award 2 marks for all four correct.</p> <table border="1"> <thead> <tr> <th>Writer's words</th> <th>Positive feeling</th> <th>Negative feeling</th> </tr> </thead> <tbody> <tr> <td>...expecting the world to end. Which it doesn't,</td> <td>✓ (1)</td> <td></td> </tr> <tr> <td>Rain or no rain, today is the day for the journey to begin.</td> <td>✓(1)</td> <td></td> </tr> <tr> <td>...can say for certain whether I will get to the end.</td> <td></td> <td>✓ (1)</td> </tr> <tr> <td>Already, I fear the irrationality of my journey.</td> <td></td> <td>✓(1)</td> </tr> </tbody> </table> <p>Accept any correct identification.</p>	Writer's words	Positive feeling	Negative feeling	...expecting the world to end. Which it doesn't,	✓ (1)		Rain or no rain, today is the day for the journey to begin.	✓(1)		...can say for certain whether I will get to the end.		✓ (1)	Already, I fear the irrationality of my journey.		✓(1)	(2)
Writer's words	Positive feeling	Negative feeling															
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...can say for certain whether I will get to the end.		✓ (1)															
Already, I fear the irrationality of my journey.		✓(1)															

Question number	Answer	Mark												
11	<p>RA03</p> <p>Award 1 mark for each correct answer, up to a maximum of 4 marks.</p> <table border="1"> <thead> <tr> <th>Feature in text</th> <th>Text 1</th> <th>Text 2</th> <th>Both texts</th> </tr> </thead> <tbody> <tr> <td>Written in third person</td> <td>✓ (1)</td> <td></td> <td></td> </tr> <tr> <td>Written in chronological order</td> <td></td> <td></td> <td>✓ (1)</td> </tr> </tbody> </table> <p>Accept any correct identification.</p>	Feature in text	Text 1	Text 2	Both texts	Written in third person	✓ (1)			Written in chronological order			✓ (1)	(2)
Feature in text	Text 1	Text 2	Both texts											
Written in third person	✓ (1)													
Written in chronological order			✓ (1)											

Question number	Indicative content
12	<p>RAO2 (2 marks), RAO4 (2 marks) RAO5 (2 marks)</p> <p>Responses must be focused on the sentences given in the question.</p> <p>Any aspects of the response that draw on other parts of the text cannot be rewarded.</p> <p>Responses that refer to one sentence with no contrast cannot be rewarded.</p> <p>Simple comment with implicit contrast:</p> <ul style="list-style-type: none"> • Text 1 has a time limit and Text 2 does not • in Text 1 it is the ending of the expedition on the Moon but Text 2 is the beginning of the adventure. <p>Explanation with explicit reference to the contrast:</p> <ul style="list-style-type: none"> • Text 1 is about the end of the event and Text 2 is not. Text 1 is the ending of the expedition on the Moon and Text 2 is the beginning of the adventure • in Text 1, the writer uses precise time markers such as '36 minutes' about the stay on the Moon to show the historical importance of the event and in Text 2 she uses time in a free-flowing way, which makes the information more exciting to read. <p>Clear explanation of the contrast:</p> <ul style="list-style-type: none"> • Text 1 uses precise time markers but it lacks excitement and impact, however in Text 2 she uses language in a more dramatic way such as 'at the very hour', which makes the information more exciting to read and we feel connected to her adventure • Text 1 is very matter of fact and uses straightforward language as it refers to precise times of their stay using the third person, which makes the reader feel less excited about the event, whereas in Text 2, the writer uses the first person to provide first-hand experience for the reader and uses dramatic words like 'bursts', which is more engaging and exciting for the reader. <p>Accept any other valid responses rooted in the text.</p>

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, RAO5</p> <p>Award 1 mark for any reasonable explanation and 1 mark for appropriate evidence, up to a maximum of 2 marks, for example:</p> <ul style="list-style-type: none"> • Text 1 is more appealing because getting to the Moon is a huge achievement and challenge (1), Armstrong says 'That's one small step for man, one giant leap for mankind' (1) • Text 1 because it was such an important moment in history (1), it tells us how historic the event is as lots of people watched it on television (1) • Text 2 is more appealing because the explorer is on her own (1) and having to face danger and overcome challenges 'nearly 600 miles' with no one to help and she is 'alone' (1) • Text 2 because it is about how a person carries on despite bad weather and uncertainty (1) and they do it on their own with no support (1). <p>Accept any other valid responses rooted in the text.</p>	(2)

Question number	Answer	Mark
14	<p>RAO1</p> <p>Award the mark for:</p> <ul style="list-style-type: none"> • D steal. 	(1)

Question number	Answer	Mark
15	<p>RAO4</p> <p>Award the mark for:</p> <ul style="list-style-type: none"> • shame (1) • disgrace (1) • embarrassment (1). <p>Accept any other valid responses that give a correct interpretation of 'humiliation'.</p>	(1)

Question number	Answer	Mark
16	<p>RAO4</p> <p>Accept any reasonable explanation of how the writer uses the metaphor to create effect, up to a maximum of 2 marks, for example:</p> <ul style="list-style-type: none"> • the metaphor gives the reader an impression of the huge size of the trees/(tree) canopy/covering (1) • the metaphor gives the reader an impression of how (incredibly) thick/dense the canopy/covering is (1) • it contrasts with Fred, who is small and makes the jungle feel huge (1)/it makes Fred feel insignificant/overwhelmed (1)/awe-inspired because the trees are towering over him (1). <p>Accept any other valid responses rooted in the text.</p>	(2)

Question number	Answer	Mark
17	<p>RAO2</p> <p>Award 1 mark for each idea with plausible, text-based evidence for support, up to a maximum of 4 marks, for example:</p> <p>Fred</p> <ul style="list-style-type: none"> the writer shows Fred is worried as he doesn't want to risk closing his eyes again (1) the writer shows he is nervous as he has trouble doing his boot laces up because his hands were clumsy with nerves (1) the writer says although he was scared, he kept going in his search for the explorer, which shows that Fred is brave (1) the writer shows Fred is brave as he is about to run away when the explorer spoke, but he stays still and listens (1). <p>The explorer</p> <ul style="list-style-type: none"> the writer shows the explorer as scary because Fred didn't know if he would accept an apology because he was emotionless, like a 'stone statue' (1) the writer shows that there is fear in his eyes, which he tried to keep hidden, so the explorer is secretive/has something to hide/ is worried (1) the writer shows he is grumpy and unpredictable (1) as he says 'I hope you have a good reason for waking me', which sounds quite threatening and that he is not happy to be interrupted (1). <p>Responses that refer to one character can achieve a maximum of only 3 marks.</p> <p>Accept any other valid responses rooted in the text.</p>	(4)

Question number	Answer	Mark
18	<p>RAO5</p> <p>Award 1 mark for any reasonable explanation that shows this was once a settlement and 1 mark for valid supporting use of evidence, up to a maximum of 4 marks, for example:</p> <ul style="list-style-type: none"> the writer refers to buildings that were now ruins (1), this is evidence that in the past people have built buildings to live in (1) the writer refers to 'an open square' (1), which suggests that this was made by humans as a meeting place (1) the writer mentions walls and stones among the greenery (1), this is evidence that people in the past have built places to live in and use (1). <p>Accept any other valid responses rooted in the text.</p>	(4)

Question number	Answer	Mark
19	<p>RAO3</p> <p>Award the mark for any one of the following:</p> <ul style="list-style-type: none"> • it maintains the tension created (1) • it provides an anticlimax to Fred’s anxiety (1) • it creates more mystery about the explorer/it makes him a more mysterious character (1). <p>Do not accept: it creates tension.</p>	(1)

Question number	Answer	Mark
20	<p>RAO4</p> <p>Award 1 mark for an explanation of each word, up to a maximum of 2 marks, for example:</p> <ul style="list-style-type: none"> • the word ‘powerful’ emphasises how relieved he was/how important it was/how much it impacted on his comfort (1) • it was a way of stressing that this was important to his future comfort/only emphasises that he will sleep more comfortably in the future (1). <p>Accept responses that refer to the overall effect as a means to stress/emphasise, up to a maximum of 2 marks, for example:</p> <ul style="list-style-type: none"> • both words reinforce how bad Fred’s experience of sleeping in the jungle is (1) because they stress his unease/discomfort (1) • both words highlight how bad his sleep has been so far (1) and they show that Fred wants to improve his situation and be more comfortable (1). <p>Accept any other valid responses rooted in the text.</p>	(2)

Section B: Writing

Question number	Indicative content
21	<p>WAO1 (18 marks), WAO2 (12 marks)</p> <p>Purpose: to write a piece about an unusual place that is informative, descriptive and persuasive. It may also be engaging and/or entertaining. This may involve a range of approaches, including: description, narrative, explanation.</p> <p>Audience: the writing is for people interested in travel. The focus is on communicating information about and describing the unusual place. This may involve a range of approaches.</p> <p>Form: the response should be a persuasive article.</p> <p>Responses may include:</p> <ul style="list-style-type: none"> • description of a real or imaginary place • details of events that take place there • attempts to persuade the reader to visit • interweaving of description and action • the use of a heading and subheadings.

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 are sequenced logically, 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 and 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.

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