

# Mark Scheme (Pre-standardisation)

## Summer 2013

### International Primary/Lower Secondary Curriculum

#### Year 6 JEH01

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Summer 2013

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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
<b>1</b>	Award <b>1 mark</b> for: The climate was much warmer/Corfu was hotter/England was too cold  Accept an appropriate quotation	<b>1</b>

Question Number	Answer	Mark
<b>2</b>	Award <b>1 mark</b> for correct identification of: D Theodore Stephanides	<b>1</b>

Question Number	Answer	Mark
<b>3</b>	Award <b>1 mark</b> for: (in 1939, with) World War II coming	<b>1</b>

Question Number	Answer	Mark
<b>4</b>	Award <b>1 mark</b> for more each one identified up to a maximum of <b>two marks</b> <ul style="list-style-type: none"> <li>▪ He worked in a (local) pet shop</li> <li>▪ He worked in a riding stables / as a stable hand/ riding horses</li> <li>▪ He was a (student) zoo keeper</li> </ul> Accept an appropriate quotation	<b>2</b>

Question Number	Answer	Mark
<b>5</b>	Award <b>1 mark</b> for correct identification of: C he learnt about lots of animals	<b>1</b>

Question Number	Answer	Mark
<b>6</b>	Award <b>1 mark</b> for: He inherited £3,000/ he inherited some money	<b>1</b>

Question Number	Answer	Mark
<b>7</b>	Award <b>1 mark</b> for the statements numbered as follows:  4. published his first book 2. worked as a student zoo keeper 3. started collecting animals 1. made friends with Theodore Stephanides	<b>1</b>

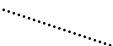
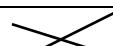
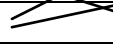

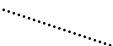
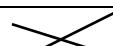
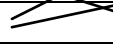

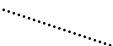
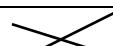
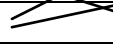

Question Number	Answer	Mark
<b>8</b>	Award <b>1 mark</b> for: (a) valuable legacy (for future generations)	<b>1</b>

Question Number	Answer	Mark
<b>9</b>	Award <b>1 mark</b> for correct identification of: B to show that it is a surprising choice	<b>1</b>

Question Number	Answer	Mark
<b>10</b>	Award <b>1 mark</b> for an appropriate explanation based on media: <ul style="list-style-type: none"> <li>• television programmes</li> <li>• books</li> <li>• radio</li> </ul> Also accept responses which refer to the wildlife park as a rout for raising awareness.	<b>1</b>

Question Number	Answer	Mark															
<b>11</b>	<p>Award <b>2 marks</b> for 4 correct answers  Award <b>1 mark</b> for 2 or 3 correct answers  Award <b>0 marks</b> for 1 correct answer</p> <table border="1"> <thead> <tr> <th>Statement</th><th>True</th><th>False</th></tr> </thead> <tbody> <tr> <td>His work continues today</td><td>✓</td><td></td></tr> <tr> <td>He wrote about his mother</td><td></td><td>✓</td></tr> <tr> <td>He promoted conservation</td><td>✓</td><td></td></tr> <tr> <td>He never appeared on television</td><td></td><td>✓</td></tr> </tbody> </table>	Statement	True	False	His work continues today	✓		He wrote about his mother		✓	He promoted conservation	✓		He never appeared on television		✓	<b>2</b>
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Question Number	Answer	Mark
<b>12</b>	Award <b>1 mark</b> for: Durrell Wildlife Park	<b>1</b>

Question Number	Answer	Mark															
<b>13</b>	<p>Award <b>2 marks</b> for 3 correct answers  Award <b>1 mark</b> for 2 correct answers  Award <b>0 marks</b> for 1 correct answer</p> <table border="1"> <thead> <tr> <th>Date</th><th></th><th>Event</th></tr> </thead> <tbody> <tr> <td>1925</td><td></td><td>Jersey Wildlife Park founded</td></tr> <tr> <td>1939</td><td></td><td>First book published</td></tr> <tr> <td>1953</td><td></td><td>Gerald Durrell born</td></tr> <tr> <td>1963</td><td></td><td>Family moved to Bournemouth</td></tr> </tbody> </table>	Date		Event	1925		Jersey Wildlife Park founded	1939		First book published	1953		Gerald Durrell born	1963		Family moved to Bournemouth	<b>2</b>
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Question Number	Answer	Mark
<b>14</b>	<p>Award <b>1 mark</b> for correct identification of:  D      tell you about Gerald Durrell's life</p>	<b>1</b>

Question Number	Answer	Mark
<b>15</b>	<p>Reward answers which focus on any of the following, with credit given for evidence and development of points:</p> <ul style="list-style-type: none"> <li>- Uses numbers (7 television series/ thirty three books/ millions of copies/ 31 languages/ numerous)</li> <li>- Explains geographical extent (worldwide/ translated into 31 languages)</li> <li>- Uses words like eventually/ numerous/ indelible mark</li> <li>- Explains how his work has continued (mission and vision continue)</li> </ul> <p>For credit the response must be linked to the writer's use of language.</p>	<b>3</b>

**Text B**

Question Number	Answer	Mark
<b>16</b>	Award <b>1 mark</b> for correct identification of: smuggle	<b>1</b>

Question Number	Answer	Mark
<b>17</b>	Award <b>2 marks</b> for all 5 correctly ordered Award <b>1 mark</b> for 3 or 4 correctly ordered Award <b>0 marks</b> for 1 or 2 correctly ordered  3      family arguing 2      dawdling over my food 5      opened the matchbox 4      impending doom 1      lunch was ready	<b>2</b>

Question Number	Answer	Mark
<b>18</b>	Award <b>1 mark</b> for: scuttled	<b>1</b>

Question Number	Answer	Mark
<b>19</b>	Award <b>1 mark</b> for: barking ( wildly)	<b>1</b>

Question Number	Answer	Mark
<b>20</b>	Award <b>1 mark</b> for any response that recognises the change from peace to chaos	<b>1</b>

Question Number	Answer	Mark
<b>21</b>	Award <b>1 mark</b> for correct identification of: D.      increasingly	<b>1</b>

Question Number	Answer	Mark
<b>22</b>	Award <b>1 mark</b> for: immediately	<b>1</b>



Question Number	Answer	Mark																		
<b>23</b>	<p>Award <b>3 marks</b> for 4 correctly joined  Award <b>2 marks</b> for 3 correctly joined  Award <b>1 mark</b> for 2 correctly joined</p> <table border="1"> <thead> <tr> <th>Character</th><th></th><th>Reaction</th></tr> </thead> <tbody> <tr> <td><i>mother</i></td><td></td><td>threw water</td></tr> <tr> <td>Lugaretzia</td><td></td><td><i>put her glasses on</i></td></tr> <tr> <td>Larry</td><td></td><td>dropped a plate</td></tr> <tr> <td>Margo</td><td></td><td>flicked a napkin</td></tr> <tr> <td>Leslie</td><td></td><td>roared in fright</td></tr> </tbody> </table>	Character		Reaction	<i>mother</i>		threw water	Lugaretzia		<i>put her glasses on</i>	Larry		dropped a plate	Margo		flicked a napkin	Leslie		roared in fright	<b>3</b>
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24	<p>Award <b>1 mark</b> for correct response</p> <table><tr><td>flicked her hand</td><td></td></tr><tr><td>became confused</td><td></td></tr><tr><td>dropped a plate</td><td></td></tr><tr><td>looked down the table</td><td>✓</td></tr><tr><td>threw water</td><td></td></tr><tr><td>gasped for breath</td><td></td></tr></table>	flicked her hand		became confused		dropped a plate		looked down the table	✓	threw water		gasped for breath		1
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<b>25</b>	<p>Award <b>1 mark</b> for correct identification of:  C.     panic</p>	<b>1</b>

Question Number	Answer	Mark
<b>26</b>	<p>Award <b>1 mark</b> for:  'Simmering with rage'</p>	<b>1</b>

Question Number	Answer	Mark
<b>27</b>	<p>Award <b>1 mark</b> each for any of the following reasons, up to a maximum of <b>2 marks</b>.</p> <ul style="list-style-type: none"><li>• To find out what happens when Gerald returns home</li><li>• To see if Gerald finds any more interesting animals</li><li>• To find out what happens on the hillside</li><li>• To see if peace and harmony are restored</li></ul> <p>Reward any plausible response which is rooted in the text.</p>	<b>2</b>

Question Number	Answer	Mark
<b>28</b>	<p>Award <b>1 mark</b> for correct identification of:</p> <p>A. they were argumentative</p>	<b>1</b>

Question Number	Answer	Mark
<b>29</b>	<p>Reward answers, up to a maximum of <b>3 marks</b>, which focus on any of the following features, with credit given for evidence and development of points</p> <ul style="list-style-type: none"><li>- The slow build up in paragraphs 1 and 2 with some hint that something will go amiss (I completely forgot/ oblivious of my impending doom)</li><li>- Hint in paragraph 3 that the scorpion will cause a problem (meant no harm/ a trifle annoyed/ not quite certain....)</li><li>- Sudden change from 'peace' to 'chaos' (roar of fright/ leapt to his feet/ flicked out desperately/ promptly let out a scream/hurled a glass of water/ sat gasping/ swarmed wildly)</li><li>- Roger's reaction</li></ul>	<b>3</b>

## Section B

Question Number	Answer	Mark																		
30	<p>Award <b>1 mark</b> for each of the correct answer, up to a maximum of <b>4 marks</b></p> <table><tr><th>Sentence</th><th></th><th>Part of speech</th></tr><tr><td>Larry <b><u>opened</u></b> the matchbox</td><td>→</td><td>verb</td></tr><tr><td><b><u>He</u></b> was startled by the scorpion</td><td>↘</td><td>adverb</td></tr><tr><td>She hid <b><u>under</u></b> the plate</td><td>→</td><td>preposition</td></tr><tr><td>Roger barked <b><u>furiously</u></b></td><td>↘</td><td>adjective</td></tr><tr><td>The water was <b><u>cold</u></b></td><td>↗</td><td>pronoun</td></tr></table>	Sentence		Part of speech	Larry <b><u>opened</u></b> the matchbox	→	verb	<b><u>He</u></b> was startled by the scorpion	↘	adverb	She hid <b><u>under</u></b> the plate	→	preposition	Roger barked <b><u>furiously</u></b>	↘	adjective	The water was <b><u>cold</u></b>	↗	pronoun	4
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Question Number	Answer	Mark
<b>31</b>	<p>Award <b>1 mark</b> for direct speech Award <b>2 marks</b> for correct demarcation of direct speech</p> <ul style="list-style-type: none"> <li>• "Take the scorpion back to the wall," (said mother.)</li> <li>• (Mother said,) "You must take the scorpion back to the wall."</li> <li>• "Gerald, take the scorpion back to the wall!"</li> </ul> <p><b>Award any other valid answers.</b></p>	<b>2</b>

Question Number	Answer	Mark
<b>32</b>	<p>Award <b>1 mark</b> for each sentence with commas correctly placed</p> <ol style="list-style-type: none"> <li>1. The family ate roast lamb, potatoes and carrots for their meal.</li> <li>2. Roger, the dog, bit the maid's ankle.</li> <li>3. Although Roger bit her ankle, she carried on clearing the plates.</li> </ol>	<b>3</b>

Question Number	Answer	Mark
<b>33</b>	Award <b>1 mark</b> for correct identification of: <u>until it was time for bed.</u>	<b>1</b>

Question Number	Answer	Mark
<b>34</b>	Award <b>1 mark</b> for changing both verbs as follows:  When the scorpion <b>scuttled</b> across the table the family <b>found</b> it frightening.	<b>1</b>

## Section C

Question Number	Answer
<b>35</b>	<p>Responses may include:</p> <ul style="list-style-type: none"> <li>• Description of the occupation/activity/aspiration chosen</li> <li>• Some reasons why it is a future aim</li> <li>• Some explanation of the path needed to achieve this</li> </ul>

### ***Form, communication and purpose***

Level	Marks	Criteria
3	1-4	<ul style="list-style-type: none"> <li>• Form is a simple speech; content may be unbalanced. Some detail or description of the chosen aim, with some indication of following actions.</li> <li>• Some evidence of a positive viewpoint.</li> <li>• Word choice often general, but with some detail. Level of formality may be inconsistent.</li> <li>• Simple overall text structure: some events organised into a basic sequence, with brief opening and/ or ending. Some division between actions indicated.</li> <li>• Connections built up by reference to actions.</li> </ul>
4	5-8	<ul style="list-style-type: none"> <li>• Speech form maintained. Some balance between description and explanation. Some content developed to engage reader.</li> <li>• Viewpoint established and generally maintained.</li> <li>• Some stylistic features used to support purpose.</li> <li>• The speech is organised: paragraphs or sections are logically sequenced although transitions may be awkward.</li> <li>• 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.</li> </ul>
5	9-12	<ul style="list-style-type: none"> <li>• Speech adapted so as to appeal to the reader, with balance between description and explanation.</li> <li>• Viewpoint established and controlled.</li> <li>• Some stylistic features add emphasis and interest.</li> <li>• Overall organisation supported by paragraphs or sections. Relationship between paragraphs or sections gives structure to the whole text.</li> <li>• Within paragraphs or sections main ideas are developed with relevant detail or examples. Reference to people/ events sometimes varied to avoid repetition.</li> </ul>

***Spelling, punctuation and grammar***

Levels	Marks	Descriptors
3	1-2	<ul style="list-style-type: none"> <li>• Sequence of sentences extend ideas logically</li> <li>• Words chosen for variety and interest</li> <li>• Basic grammatical structures of sentences is usually correct</li> <li>• Punctuation to mark sentences such as full stops, capital letters and question marks is used accurately</li> <li>• Spelling is usually accurate, including common, polysyllabic words</li> </ul>
4	3-4	<ul style="list-style-type: none"> <li>• Sentences begin to be grammatically correct, extending meaning</li> <li>• Vocabulary choices are often adventurous and used for effect</li> <li>• Full stops, capital letters and question marks are used correctly and pupils begin to use punctuation within sentences</li> </ul>
5	5-6	<ul style="list-style-type: none"> <li>• Simple and complex sentences are organised into paragraphs</li> <li>• Vocabulary choices are imaginative</li> <li>• Punctuation, including commas, apostrophes and inverted commas are usually used accurately</li> <li>• Words with complex regular patterns are usually spelt correctly.</li> </ul>

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