



Mark Scheme (Results)

June 2018

Pearson Edexcel International Primary
Curriculum in English Year 6
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	One mark for: B – they are the main subject of this text	1

Question Number	Answer	Mark
2	One mark for: <ul style="list-style-type: none">• snatch(ing)	1

Question Number	Answer	Mark
3	One mark for: A = slowly	1

Question Number	Answer	Mark
4	One mark for: <ul style="list-style-type: none">• giant	1

Question Number	Answer	Mark
5	Award one mark for responses which either: <ul style="list-style-type: none">• explains that the writer has used the word 'you'• identifies the use of a direct question.	1

Question Number	Answer	Mark
6	One mark for: D = people mistreating the planet	1

Question Number	Answer	Mark
7	One mark for responses which include: <ul style="list-style-type: none">• pollution (any understanding of this – people's actions/global warming) (Do not accept repetition of point D in question 6)	1

Question Number	Answer	Mark
8	Award 1 mark each for: <ul style="list-style-type: none"> • subheadings • numbered sections • emboldening. 	2

Question Number	Answer	Mark
9	Award one mark for all words correctly matched: <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div> protect outer recent harmful </div> <div style="text-align: center;"> </div> </div>	1

Question Number	Answer	Mark
10	Award 1 mark for responses which recognise that the use of these two words: <ul style="list-style-type: none"> • adds emphasis • adds contrast • adds inclusiveness. 	1

Question Number	Answer				Mark
11		Writer's statements	Results of actions of nature	Results of actions of humans	2
		Gradually produce new environments	x		
		Pollute the environment		x	
		Provide food and shelter	x		
		Safeguard the beaches	x		
		Rely on the sea for a living		x	

Question Number	Answer	Mark
12a	Award 1 mark for each of the following: <ul style="list-style-type: none"> • fish and sea life will not survive • coasts will not thrive/survive. 	2
12b	Award 1 mark for responses which recognise that the writer is warning of the consequences of losing coral reefs.	1

Question Number	Answer	Mark
13	Award 1 mark for: B – explain that the coast is under threat	1

Question Number	Answer	Mark
14	Award 1 mark for responses which recognise that murky means dark/gloomy/dirty.	1

Question Number	Answer	Mark
15	<p>Reward answers that focus on any of the following features, with credit given for evidence and development of points:</p> <ul style="list-style-type: none"> • The words used to stress and emphasise the consequences (no longer survive/unable to thrive/even be lost) • The words used to show the importance placed upon the role of human actions (over fishing/pollution/global warming) • Focuses on financial implications • Words like vital/huge/depend • Use of positive words to describe the coral. <p>Accept other appropriate points focused on features of language.</p> <p>1 mark for feature spotting without development.</p>	3

	2 marks for answers that attempt some development. 3 marks for answers that are fully developed.	
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Question Number	Answer	Mark
16	Award 1 mark for: <ul style="list-style-type: none"> heaving 	1

Question Number	Answer	Mark
17	Award 1 mark for: C – slipped	1

Question Number	Answer	Mark
18	Award 1 mark for responses which recognise that 'gingerly' means tentatively/cautiously/carefully.	1

Question Number	Answer	Mark
19	Award 1 mark for 'suddenly'	1

Question Number	Answer	Mark
20	Award 1 mark for: C – to create tension	1

Question Number	Answer	Mark
21	<div> <div>Jonnie follows Mick into the sea</div> <div>2</div> </div> <div> <div>brightness is replaced by shadows</div> <div>4</div> </div> <div> <div>the big fish avoid Mick</div> <div>5</div> </div> <div> <div>the tide is going out</div> <div>1</div> </div> <div> <div>the water gets deeper</div> <div>3</div> </div> <p>Award 2 marks for all 5 correctly ordered. Award 1 mark for 3 or 4 correctly ordered.</p>	2

Question Number	Answer	Mark
22	Award 1 mark for: D – to see how far away the reef is	1

Question Number	Answer	Mark
23	Award 1 mark for: D – to show the sea animals are really large	1

Question Number	Answer	Mark
24	Award 1 mark for each correct answer which show understanding that: <ul style="list-style-type: none"> • Mick leads the journey across the reef • Mick goes into the water first • Jonnie follows Mick 	2

Question Number	Answer	Mark	
25	Award 1 mark for:	Award 1 mark for each correct answer (2)	
	He is excited		
	He is anxious		Y
	He is brave		Y
	He is protective		
	He is emotional		

Question Number	Answer	Mark
26	Award 1 mark for: C- because he had been underwater so long	1

Question Number	Answer	Mark
27	Award 1 mark for each answer based on the extract, e.g. <ul style="list-style-type: none">• To find out if Jonnie does dive• To see if Mick does touch a fish	2

Question Number	Answer	Mark
28	Award 1 mark for: B - adventure	1

Question Number	Answer	Mark
29	<p>Reward answers that focus on any of the following features, with credit given for evidence and development of points:</p> <ul style="list-style-type: none">• the implication that the journey to the reef was long• the build-up of the size of the fish• the edge of fear with tentative actions• the change of atmosphere from the lightness and sparkle to gloom and shadows• the hint that another trip to the reef will happen. <p>1 mark for feature spotting without development. 2 marks for answers that attempt some development. 3 marks for answers that are fully developed.</p>	3

Section B

Question Number	Answer	Mark																		
30	<table border="1"> <thead> <tr> <th></th><th>Correct spelling</th><th>Incorrect spelling</th></tr> </thead> <tbody> <tr> <td>The boys could <u>here</u> the waves.</td><td></td><td>X</td></tr> <tr> <td>The fish were <u>right</u> beneath Mick.</td><td>X</td><td></td></tr> <tr> <td>The <u>too</u> boys swam away from the reef.</td><td></td><td>X</td></tr> <tr> <td>Jonnie didn't <u>know</u> how deep the sea was.</td><td>X</td><td></td></tr> <tr> <td><u>Their</u> were dark shapes swimming below them.</td><td></td><td>X</td></tr> </tbody> </table> <p>Award 3 marks for all 5 correct. Award 2 marks for 3 or 4 correct. Award 1 mark for 2 correct.</p>		Correct spelling	Incorrect spelling	The boys could <u>here</u> the waves.		X	The fish were <u>right</u> beneath Mick.	X		The <u>too</u> boys swam away from the reef.		X	Jonnie didn't <u>know</u> how deep the sea was.	X		<u>Their</u> were dark shapes swimming below them.		X	3
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Jonnie didn't <u>know</u> how deep the sea was.	X																			
<u>Their</u> were dark shapes swimming below them.		X																		

Question Number	Answer	Mark
31	<p>a) Mick and I waited until the tide was going out. b) The huge fish swam below me. c) We will return to the reef though I am both curious and frightened.</p> <p>Award 1 mark for all 3 correct.</p>	1

Question Number	Answer	Mark
32	<p>Where are we going? I asked Mick as we walked carefully across the sharp reef.</p> <p>Award 1 mark for the correct placement of the question mark and full stop. (Comma acceptable after Mick).</p> <p>Where are we going? I asked Mick as we walked carefully across the sharp reef.</p> <p>Award 1 mark for the correct placement of inverted commas to demarcate speech.</p> <p>'Where are we going' I asked Mick as we walked carefully across the sharp reef.</p> <p>Accept double or single inverted commas as long as they are used consistently.</p>	2

Question Number	Answer	Mark
33	<p>Very slowly he followed Mick between coral reefs that grew further and further apart as they approached the sea.</p> <p>Award 1 mark for all three words correctly identified.</p>	1

Question Number	Answer	Mark
34	<p>a) Jonnie followed Mick across the reef although he was feeling anxious.</p> <p>b) The large fish were deep in the water and they appeared to be huge.</p> <p>c) We swam together till Mick dived beneath the water.</p> <p>Award 1 mark for each correct pronoun.</p>	3

Section C

Form, communication and purpose

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

Spelling, punctuation and grammar

Level	Marks	Criteria
3	1-3	<ul style="list-style-type: none"> • Subject and verbs are very simple and often repeated. • Simple connectives used to link clauses. • Some sentence variation created (e.g. simple adverbials). • Noun phrases mostly simple, with some limited expansion. • Full stops, capital letters, exclamation marks and question marks mostly accurate. Commas used in lists. • Spelling is usually accurate, including common, polysyllabic words.
4	4-6	<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 of most common functional words is accurate
5	7-8	<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.