



Mark Scheme (Results)

Summer 2014

Pearson Edexcel International Primary
Curriculum in English Year 6
(JEH01)
Paper 01

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

Summer 2014

Publications Code PL039762

All the material in this publication is copyright

© Pearson Education Ltd 2014

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 the following response: (a) polar bear(s) (b) penguin(s)	1

Question Number	Answer	Mark
2	D = magical	1

Question Number	Answer	Mark
3	One mark for: merely as a handy place to snooze (or give birth)	1

Question Number	Answer	Mark
4a	True	1

Question Number	Answer	Mark
4b	Accept any explanation which includes a suitable example from the text which confirms bias.	1

Question Number	Answer	Mark
5	A = they appear in advertisements (1) D = their images are everywhere (1)	2

Question Number	Answer	Mark
6	B = to show that it is a made up word	1

Question Number	Answer	Mark
7	Award 1 mark for an appropriate explanation of 'waned' , such as decreased, got less, diminished'	1

Question Number	Answer	Mark
8	Award 1 mark for an explanation based on: ability to earn enough money / worried he would be poor	1

Question Number	Answer	Mark
9	Award 1 mark for correct underlining of: indeed	1

Question Number	Answer	Mark
10	<p>4. Action is required to save the polar bear 1. The Arctic was mostly left intact 3. Climate change has occurred 2. Whales became almost extinct 5. Scientists have worked to save the polar bears</p> <p>Award 2 marks for all 5 correctly ordered</p> <p>Award 1 mark for 3 or 4 correctly ordered</p> <p>Award 0 marks for 1 or 2 correctly ordered</p>	2

Question Number	Answer	Mark
11	Award 1 mark for : frozen wasteland	1

Question Number	Answer	Mark
12	Award 1 mark for: serendipity	1

Question Number	Answer	Mark
13	B = explain the writer's fascination with bears	1

Question Number	Answer	Mark
14	B = to show he is not confident about the future	1

Question Number	Answer	Mark
15	<p>Reward answers which focus on any of the following features, with credit given for evidence and development of points:</p> <ul style="list-style-type: none"> - He compares them favourably with other animals and species (merely as a handy place/ platform) - He elaborates on the fact that it still captivates him and others (long acquaintance/ clearly biased/ follow the path for many years to come/ my fascination with them has not waned/ incredible perseverance of scientists is notable) - He uses made up language e.g. 'polar bearologist' and 'bearaphenalia' - He uses words like fascinating/ privileged/ captivated/ mystical - He uses powerful imagery e.g. walking on a frozen ocean under the Northern light <p>Accept other appropriate points focused on features of language.</p> <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

Question Number	Answer	Mark
16	<p>Award 1 mark for :</p> <ul style="list-style-type: none"> • her/ his sister • Rose 	1

Question Number	Answer	Mark
17	<p>One mark for the following:</p> <ul style="list-style-type: none"> • morning 	1

Question Number	Answer	Mark
18	<p>5 becoming more frantic</p> <p>3 calling Rose's name</p> <p>1 doing chores</p> <p>4 shouting louder</p> <p>2 checking on Rose</p> <p>Award 2 marks for all 5 correctly ordered</p> <p>Award 1 mark for 3 or 4 correctly ordered</p> <p>Award 0 marks for 1 or 2 correctly ordered</p>	2

Question Number	Answer	Mark
19	Award 1 mark for : least likely (direction)	1

Question Number	Answer	Mark
20	Award 1 mark for : B. to build tension	1

Question Number	Answer	Mark
21	<p>Award 1 mark each for either of the points below:</p> <ul style="list-style-type: none"> the writer is drawing attention to the magnitude of the task / that the writer is equally small and vulnerable the writer is stressing how unlikely it is that a 2 year old could climb this 	1

Question Number	Answer	Mark
22	<p>Award 1 mark for:</p> <p>Stony outcrop</p>	1

Question Number	Answer	Mark
23	Award 1 mark for : (But) suddenly uneasy	1

Question Number	Answer				Mark
24		stood still			2
		dripped water			
		turned to look	✓		
		put Rose down	✓		
		looked sad			
	Award 1 mark for each correct answer to a maximum of 2 marks.				

Question Number	Answer	Mark
25	<p>Award 1 mark for each of the following</p> <ul style="list-style-type: none"> the bear's fierceness frightened her (1) the bear's bigness frightened her (1) she did not want to think about it (1) she did not want to talk about it (1) <p>Do not accept</p> <ul style="list-style-type: none"> No one would believe her 	2

Question Number	Answer	Mark
26	Award 1 mark for an appropriate explanation which picks up on the fact that she was unconscious from her fall / the writer believes that Rose never saw the bear therefore could not have a memory of it.	1

Question Number	Answer	Mark
27	<p>Award 1 mark each for any of the following reasons, up to a maximum of 2.</p> <ul style="list-style-type: none"> • To find out if the bear returns • To find out more about the bear / why the bear was so sad • To find out if Rose runs away again • To find out how Rose climbed the wall/ made the journey/ fell in the water • To find out what happens to Rose next <p>Accept any other reasonable response linked to an event or character in the story.</p>	2

Question Number	Answer	Mark
28	<p>Award 1 mark for</p> <p>D = adventure</p>	1

Question Number	Answer	Mark
29	<p>Reward answers which focus on any of the following features, with credit given for evidence and development of points:</p> <ul style="list-style-type: none"> • The repetition of the journey Rose would have travelled • The build up in difficulty of the terrain she would travel • The frantic build up of the search • The initial uncertainty of the bear's intentions • The fear of the writer • The inability to talk about the incident • The use of single sentence paragraphs. 	3

	1 mark for answers without development. 2 marks for answers that attempt some development. 3 marks for answers that are fully developed.	
--	--	--

Section B

Question Number	Answer	Mark
30	<p>Award 1 mark for each up to a mark of 4</p> <p>The writer did not have <u>an</u> answer to the friend's question, → article</p> <p>Few people <u>go</u> to the Arctic → verb</p> <p>The polar bear walks <u>over</u> the frozen surface. → preposition</p> <p>The <u>frozen</u> ocean is the polar bears winter habitat. → adjective</p> <p>Polar bears are <u>seldom</u> seen in the wild. → adverb</p>	4

Question Number	Answer	Mark
31	<p>Award 1 mark for the inverted commas correctly inserted as follows:</p> <p>"You have an interesting career as a bearologist," she said. "What sort of things do you do?"</p> <p>NB: candidates may use single or double inverted commas but they must be consistent which one they use.</p>	1

Question Number	Answer	Mark
32	<p>Award 1 mark for a pair of brackets inserted as follows (inserted as follows):</p> <p>Andrew Derocher (a specialist in polar bears) has written a book based on his own experiences.</p>	1

Question Number	Answer	Mark
33	<p>Award 1 mark for the addition of the subordinate clause as follows:</p> <ul style="list-style-type: none"> • Rose, although she was only two years old, managed to climb the old stone wall. • Although she was only two years old, Rose managed to climb the old stone wall. • Rose managed to climb the old stone wall, although she was only two years old. <p>Award an additional mark for current punctuation throughout.</p>	2

Question Number	Answer	Mark
34	<p>Award 1 mark for the verb tenses changed as follows:</p> <p>When the polar bear <u>swims</u> its body fat <u>keeps</u> it buoyant while its thick fur <u>adds</u> extra insulation against the cold.</p> <p>Or</p> <p>When the polar bear <u>is swimming</u> its body fat <u>is keeping</u> it buoyant while its thick fur <u>is adding</u> extra insulation against the cold.</p>	1

Question Number	Answer	Mark
35	<p>Award 1 mark for the following:</p> <p>Rose was rescued by the large white bear.</p>	1

Section C

Question Number	Indicative content
36	<p>Responses may include:</p> <ul style="list-style-type: none"> • Detail of the lost object (person) • Why it is 'special' • How the owner looked for it • How the owner felt • Was the object 'found'

Form, communication and purpose

Level	Marks	Criteria
3	1-4	<ul style="list-style-type: none"> • Form is a simple recount; content may be unbalanced. Some detail or description of the chosen object, with some indication of following actions. • Some evidence of a positive 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 actions indicated. • Connections built up by reference to actions.
4	5-8	<ul style="list-style-type: none"> • Recount form maintained. Some balance between description and explanation. Some content developed to engage reader. • Viewpoint established and generally maintained. • Some stylistic features used to support purpose. • The recount 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"> • Recount adapted so as to appeal to the reader, with balance between description and explanation. • Viewpoint established and controlled. • Some stylistic features add emphasis and interest. • Overall organisation supported by paragraphs or sections. Relationship between paragraphs or sections gives structure to the whole text. • Within paragraphs or sections main ideas are developed with relevant detail or examples. Reference to people/ events sometimes varied to avoid repetition.

Spelling, punctuation and grammar

Levels	Marks	Descriptors
3	1-2	<ul style="list-style-type: none"> • Sequence of sentences extend ideas logically • Words chosen for variety and interest • Basic grammatical structures of sentences is usually correct • Punctuation to mark sentences such as full stops, capital letters and question marks is used accurately • Spelling is usually accurate, including common, polysyllabic words
4	3-5	<ul style="list-style-type: none"> • Sentences begin to be grammatically correct, extending meaning • Vocabulary choices are often adventurous and used for effect • Full stops, capital letters and question marks are used correctly and pupils begin to use punctuation within sentences • Spelling of most common functional words is accurate
5	6-8	<ul style="list-style-type: none"> • Simple and complex sentences are organised into paragraphs • Vocabulary choices are imaginative • Punctuation, including commas, apostrophes and inverted commas are usually used accurately • Words with complex regular patterns are usually spelt correctly.

Pearson Education Limited. Registered company number 872828
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE