



Mark Scheme (Results)

Summer 2016

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 2016

Publications Code : JEH01_01_1606_MS

All the material in this publication is copyright

© Pearson Education Ltd 2016

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: C = It shows it is a diary	1

Question Number	Answer	Mark
2	One mark for: 'sinking' or 'lowering' or 'setting'	1

Question Number	Answer	Mark
3	One mark for: D = elephants	1

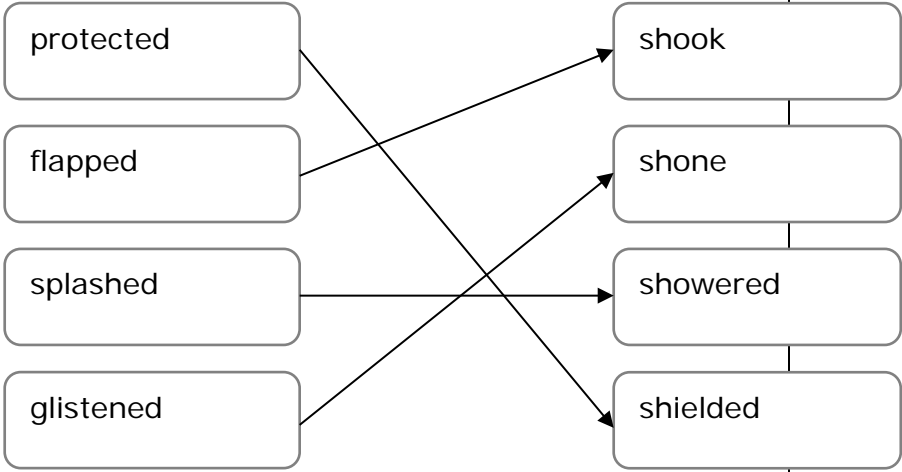
Question Number	Answer	Mark
4a	Award one mark for responses which explain the text is written in the past tense.	1
4b	Award one mark for all three words correctly identified: As he <u>left</u> the mound and <u>walked</u> into the setting sun, a full moon <u>hung</u> in the bright sky behind him.	1

Question Number	Answer	Mark
5	One mark for: • shining flashlights • (wary in) the dark	1

Question Number	Answer	Mark
6	One mark for: D = The floods increased rapidly	1

Question Number	Answer	Mark
7	One mark for: A = They suggest hopelessness	1

Question Number	Answer	Mark
8	<p>Award 1 mark for an explanation which is based either on the elephants or the environment</p> <ul style="list-style-type: none"> the elephants are described as giants because they are so big in comparison to the other animals the elephants are described as giants because the writer is fascinated/overawed by them/finding them was so important to the writer the plain is described as a garden because this is where the elephants are playing <p>Award 2 marks for responses which attempt to link the two elements e.g.</p> <ul style="list-style-type: none"> The elephants are the biggest animals so the large area they are playing in is like a garden. 	2

Question Number	Answer	Mark
9	<p>Award one mark for all words correctly matched:</p> 	1

Question Number	Answer	Mark
10	<p>Award 1 mark for :</p> <ul style="list-style-type: none"> • To show that the closeness was a cause for concern or • To stress just how close they had come. 	1

Question Number	Answer	Mark
11	<ul style="list-style-type: none"> <input type="checkbox"/> the people prepare to be disappointed 1 <input type="checkbox"/> the people keep ready for a quick escape 5 <input type="checkbox"/> the people find what they were looking for 4 <input type="checkbox"/> the people are forced to turn back 3 <input type="checkbox"/> the people are in danger of night time attack 2 <p>Award 2 marks for all five correctly numbered</p> <p>Award 1 mark for three or four correctly numbered</p>	2

Question Number	Answer	Mark
12	<p>Award one mark for any one of the following:</p> <ul style="list-style-type: none"> • giants of this garden • squealed and splashed • sensitive skins • tips of their trunks • mammoth mud 	1

Question Number	Answer	Mark
13	<p>Award one mark for either of the following:</p> <ul style="list-style-type: none"> • noisy • chaotic • disorder • turmoil <p>Accept any other appropriate answers based on these mark scheme points</p>	1

Question Number	Answer	Mark
14	<p>Award 1 mark for:</p> <p>C- record what happened on the safari</p>	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"> • links feelings/empathises e.g. looking as joyful as we feel • stresses the size of the elephants e.g. giants, tiny calves, mammoth, huge • stresses the noises made e.g. shrill trumpets, trumpeting scream • stresses the playfulness e.g. squeal and splash and flap their ears/lock tusks and push and shove/seem to be having a good time • elaborates on appearance e.g. sensitive skins/glisten like bronze/soft little trunks • emphasises the size and danger of the leader • balance the size with vulnerability e.g. sensitive skin <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	Award 1 mark for either of the following : <ul style="list-style-type: none"> • for food • for shade 	1

Question Number	Answer	Mark
17	One mark for the following: 'The day was still very hot and he <u>must</u> have fallen asleep because the next thing he knew he was waking, head throbbing, tongue thick.'	1

Question Number	Answer	Mark
18	<input type="checkbox"/> searched anxiously 4 <input type="checkbox"/> sheltered from the sun 2 <input type="checkbox"/> realised there was danger 5 <input type="checkbox"/> became alert suddenly 3 <input type="checkbox"/> walked further from home 1 Award 2 marks for all five correctly numbered Award 1 mark for three or four correctly numbered	2

Question Number	Answer	Mark
19	Award 1 mark for : A. to build tension	1

Question Number	Answer	Mark
20	Award 1 mark for : 'A shadow slid secretively under a bush. He froze, still as an antelope surprised on a forest path. Every nerve in his body was alert. And then, just as suddenly, he relaxed again. It was a <u>skulking</u> hyena, hunting a chicken or perhaps a rabbit...' <p>Underlining should not extend to adjoining words and in particular 'hyena'</p>	1

Question Number	Answer	Mark
21	Award 1 mark for: B: so that the hyena would run away	1

Question Number	Answer	Mark
22	Award one mark for any reference to the ears still being folded or the back still being sprinkled with hair– including the quotes: <ul style="list-style-type: none"> • ‘its ears were still folded about it (like leaves of a cabbage)’ • ‘its back was still sprinkled with (russet-coloured) hair’ • also accept ‘tiny elephant’ 	1

Question Number	Answer	Mark
23	Award 1 mark for: C – to show a deliberate pause	1

Question Number	Answer	Mark
24	Award 1 mark for any of the following: <ul style="list-style-type: none"> • does not understand its own weakness • does not understand why it can’t stand up • is confused by its situation 	1

Question Number	Answer	Mark
25	Award 1 mark for any of the following to a maximum of 2: <ul style="list-style-type: none"> • it nuzzled at Bat (with its long fumbling nose) • it tried to follow Bat • its trunk fiddled weakly in the palm of his hand <p>Accept paraphrasing e.g. it put its trunk out to touch Bat.</p>	2

Question Number	Answer	Mark										
26	<p>Award 1 mark for each box correctly ticked</p> <table><tr><td>it is vulnerable</td><td>Yes</td></tr><tr><td>it is dangerous</td><td></td></tr><tr><td>it is frightened</td><td></td></tr><tr><td>it is determined</td><td>Yes</td></tr><tr><td>it is desperate</td><td></td></tr></table>	it is vulnerable	Yes	it is dangerous		it is frightened		it is determined	Yes	it is desperate		2
it is vulnerable	Yes											
it is dangerous												
it is frightened												
it is determined	Yes											
it is desperate												

Question Number	Answer	
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 baby elephant survives • to find out if Bat is able to help the elephant • to find out what happens to Bat and the elephant • to find out what Bat does with the herd of cattle • to find out if the poachers return <p>Accept any other reasonable response.</p>	2

Question Number	Answer	Mark
28	<p>Award 1 mark for:</p> <p>B = 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 change from the mundane to the unexpected• the sudden change in pace when danger is suspected• the release of tension when danger is passed• the interwoven humour (his too big shorts)• the gentleness of Bat's approach to the baby elephant• the description of the elephant's attempt to follow Bat• the use of short sentences, ellipsis, questions <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	<p>Award 1 mark for each up to a mark of 4</p> <div> <div>The deep water soon became muddy.</div> <div>adjective</div> </div> <div> <div>More and more dry areas disappeared <u>under</u> the rising water.</div> <div>verb</div> </div> <div> <div>Suddenly shrill trumpets <u>sound</u> from behind every tree.</div> <div>pronoun</div> </div> <div> <div>Finally they gripped <u>the</u> slippery surface and we lurched forward.</div> <div>article</div> </div> <div> <div>This morning <u>we</u> drove onto a flooded grass plain.</div> <div>preposition</div> </div>	4

Question Number	Answer	Mark
31	<p>Award 1 mark for the following all correct:</p> <p>a. I b. me c. I</p>	1

Question Number	Answer	Mark
-----------------	--------	------

32	<p>Award one mark for:</p> <ul style="list-style-type: none"> “Where would you like to go now?” <p>Award one mark for correct placement of the final punctuation (full stop/ellipsis)</p>	2
-----------	--	----------

Question Number	Answer	Mark
33	<p>Award 1 mark for each correctly punctuated contraction:</p> <ul style="list-style-type: none"> they've won't 	2

Question Number	Answer	Mark
34	<p>Award 1 mark for the verb tenses changed as follows:</p> <p>As he leaves the mound and walks into the setting sun, a full moon hangs in the bright sky behind him.</p>	1

Section C

Question Number	Indicative content
35	<p>Responses may include:</p> <ul style="list-style-type: none"> • interesting events • personal response/comment on events • sub-headings/cohesive devices to sequence.

Form, communication and purpose

Level	Marks	Criteria
3	1-4	<ul style="list-style-type: none"> • The form is a simple diary entry; content may be unbalanced. Some detail or description of the chosen day/event with some explanation. • 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 points indicated. • Connections built up by reference to events/actions.
4	5-8	<ul style="list-style-type: none"> • The form of a diary is 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 diary 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 diary is 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 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.

Pearson Education Limited. Registered company number 872828
with its registered office at 80 Strand, London WC2R 0RL