

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Pearson Edexcel International
Primary Curriculum**

English
Year 6

Wednesday 31 May 2017 – Morning
Time: 1 hour 30 minutes

Paper Reference
JEH01/01

You must have:
Resources Booklet (enclosed)

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.
- 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.*

Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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SECTION A

These questions are about Text 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 ☒.

1 What is the purpose of the words, "Can I eat this?" asks a boy of about 12, picking up a live beetle' written at the start of the text?

Put a cross ☒ in **one** box.

- A** to show that the boy is hungry
- B** to inform the reader how old the boy is
- C** to create an unusual beginning
- D** to tell the reader that beetles can be eaten

(Total for Question 1 = 1 mark)

2 Write the word that tells the reader the children are keen to eat insects immediately.

(Total for Question 2 = 1 mark)

3 At the beginning the writer is feeling:

Put a cross ☒ in **one** box.

- A** excited
- B** anxious
- C** confident
- D** annoyed

(Total for Question 3 = 1 mark)

4 Read paragraph 2.

How does the writer show that he is unaware of what activities are being planned?

(Total for Question 4 = 1 mark)

2

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5 Write out the word from paragraph 3 that shows someone is in charge of the group.

.....

(Total for Question 5 = 1 mark)

6 Put a cross in **one** box to show why the group cover their bodies with mud.

- A so they can march into the forest together
- B so they will all be really dirty
- C so they can march to the count of four
- D so they will merge into the atmosphere

(Total for Question 6 = 1 mark)

7 Why does Phoebe say "Dad, you said this was camping!"

.....

(Total for Question 7 = 1 mark)

8 Give **two** reasons why the people were 'purifying rat-infested river water'.

1

2

(Total for Question 8 = 2 marks)



9 Match each of the words below with its synonym.
One has been done for you.

filter

decayed

rotten

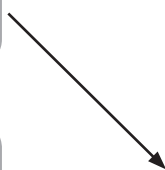
absorb

swallow

sieve

digest

eat



(Total for Question 9 = 1 mark)

10 'What's more, so does my daughter'

Why are the words 'What's more' used to start this sentence?

(Total for Question 10 = 1 mark)



11 Write a number (1-5) against each of these statements to show the order they happen in the text.

- they eat unusual food
- they camouflage themselves
- they hear strange noises
- they make a place to sleep
- they are told the secret of survival

(Total for Question 11 = 2 marks)

12 Find and copy an example of repetition used by the writer from "Think of Sunday lunch when we get home" to the end of the text.

(a) Find and copy this. (1)

(b) Why does the writer do this? (1)

(Total for Question 12 = 2 marks)

13 "Have you noticed the harness in our packs? We're going to have to climb something tomorrow," I tell Phoebe, sorrowfully.

What does the writer mean by 'sorrowfully'?

(Total for Question 13 = 1 mark)



These questions are about Text B

16 Why did Mary put barley sugar in her brother's pocket?

.....

.....

(Total for Question 16 = 1 mark)

17 Underline the words in the sentence below that tell the reader that the kookaburra is aware he could be food for the hungry children.

'As if sensing her thoughts, he gave a great piercing shriek and went winging down the gully.'

(Total for Question 17 = 1 mark)

18 Why has the writer used short sentences at this point in the story?

'The finches darted away. She had the creek to herself.'

Put a cross in **one** box.

- A to build up tension
- B to make ideas clearer
- C to show contrast
- D to make it easier to read

(Total for Question 18 = 1 mark)

19 Circle **one** word from the list below that could be used to replace 'impulsively' as used in this sentence.

'**Impulsively** she slipped off her sandals and ran down to the water'

Angrily Spontaneously Emotionally Passionately

(Total for Question 19 = 1 mark)

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DO NOT WRITE IN THIS AREA



20 (a) At the beginning of the third paragraph, how is Mary different to the finches?

(1)

.....

.....

(b) How does Mary copy the behaviour of the finches?

(1)

.....

.....

(Total for Question 20 = 2 marks)

21 Underline **one** word in this extract that means acting without thinking.

'He scrambled up. Sandals, shorts and shirt were discarded as he came charging down to the stream. With a reckless belly flop he arrived beside the girl in a shower of drenching spray.'

(Total for Question 21 = 1 mark)

22 Why did Peter keep to the shallows the second time he went into the water?

Put a cross in **one** box.

- A so he would not splash his sister
- B so the finches would come back
- C so his sister would not be cross again
- D so his sister could wash herself

(Total for Question 22 = 1 mark)

23 "'I'm hungry," he announced cheerfully.'

Why has the writer used the word 'cheerfully' in this sentence?

Put a cross in **one** box.

- A to show Peter is happy
- B to show Peter is not hungry
- C to show Peter is not concerned
- D to show Peter is serious

(Total for Question 23 = 1 mark)



24 How does the reader know that Mary is older than Peter?

.....

.....

(Total for Question 24 = 1 mark)

25 What impression is the reader given of Peter?

Tick **two** boxes.

He is unaware	<input type="checkbox"/>
He is tired	<input type="checkbox"/>
He is anxious	<input type="checkbox"/>
He is vulnerable	<input type="checkbox"/>
He is cautious	<input type="checkbox"/>

(Total for Question 25 = 2 marks)

26 Give **two** reasons why a reader might want to carry on reading this story.

1

.....

2

.....

(Total for Question 26 = 2 marks)

27 What genre is Text B?

Put a cross in **one** box.

- A recount
- B adventure
- C science fiction
- D biography

(Total for Question 27 = 1 mark)



SECTION B: Grammar and punctuation

- 31 Tick the box which tells how the apostrophe has been used in each of the sentences below. One has been done for you.

	Apostrophe for omission	Apostrophe for possession
It would compensate for the lack of camping in my daughter's life		
What's more, so does my daughter	✓	
I haven't excelled		
I can't follow instructions		
Phoebe's head-torch is broken		

(Total for Question 31 = 1 mark)

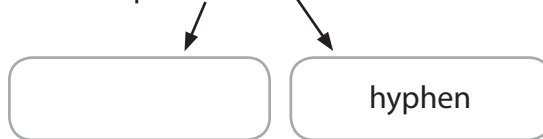
- 32 Complete the sentences below with **their**, **they're** or **there**.

- (a) The survivors have to cook own dinner.
 (b) The Land Rovers were waiting
 (c) At the end of the course proud of achievements.

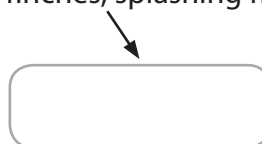
(Total for Question 32 = 3 marks)

- 33 Write the name of the punctuation mark in the boxes. One has been done for you.

But other birds soon took his place: black-bodied cockatoos ripping bark from



the trees in search of grubs and bright painted finches, splashing merrily in the shallow waters of the stream.



(Total for Question 33 = 2 marks)



34 Underline the **three** words in these sentences that show they are written in the past tense.

'Half asleep, half awake, he heard the splash of water. He sat up yawning and rubbing the sleepiness out of his eyes. Then he caught sight of his sister.'

(Total for Question 34 = 2 marks)

35 Rewrite these sentences in the present tense.

'He broke it and dutifully offered her half. She shook her head.'

.....

.....

.....

(Total for Question 35 = 2 marks)

TOTAL FOR SECTION B = 10 MARKS



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(Total for Question 36 = 20 marks)

**TOTAL FOR SECTION C = 20 MARKS
TOTAL FOR PAPER = 70 MARKS**



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Text A

This is an article written by a father who takes his daughter on a weekend survival course.

"Can I eat this?" asks a boy of about 12, picking up a live beetle. We are in the car park – the survival course hasn't even started and children are already volunteering to eat insects. It's the first sign my daughter Phoebe, 10, and I might have a challenge ahead.

I am not an outdoors person. I thought we'd maybe learn to cook sausages on an open fire, whittle pointed sticks and find out how to navigate from the North Star. These experiences would compensate for the lack of camping in my daughter's life – only someone else would be in charge of erecting the tents!

5

We are ordered to daub mud all over our faces and arms to block out our natural smells. "Now into the forest. One, two, three, four..."

Carrying our huge rucksacks, we follow our leader. Phoebe has a trainer sucked off her foot in the mud. She looks at me and says, "Dad, you said this was camping!" But worse is to follow. Soon we're crossing a river on a rope and purifying rat-infested river water by filtering it through an old sock.

10

Further into the woods mealworms are dug out from under rotten bark. "Don't swallow them whole or they'll chew your insides before your stomach digests them," our instructor says, placing one on each of our tongues. Everyone else laughs and swallows their mealworm. Some boys even ask for more. Somehow I get it down. What's more, so does my daughter.

15

The other dads are fitter than I am; some have tough jobs. Others already know how to tell which way north is from how moss grows on trees. I haven't done well. I fell off the commando rope (the only dad to do so), I tangled our net fishing and, now, I can't follow instructions.

20

With even my daughter despairing of me, we build a fern and stick shelter to sleep in. Phoebe and I gather bracken, desperate to soften the hard earth and cover the frame to keep out the rain. When we rejoin the group, we discover a dead rabbit hanging from a tree. Our dinner. Round the camp fire, our instructor says that the real secret of survival is positivity.

25

After our rabbit dinner we retire to our shelters. There are strange noises. The hoot of an owl. The choke of a fox. Phoebe's head-torch breaks when I panic and thrash about at the sight of a giant millipede in my sleeping bag.

30

"Have you noticed the harness in our packs? We're going to have to climb something tomorrow," I tell Phoebe, sorrowfully.

"Think of Sunday lunch when we get home," she says.

"Positivity?"

She nods and pats my head. Soon Phoebe is snoring and I'm awake. The smell of fern reminds me of childhood. I close my eyes but hear more unfamiliar noises. Things crawl across my cold face and I don't sleep until I see sunlight through the trees.

35

That morning we abseil down a 20ft drop. Sunday lunch.

We cross rivers on fallen trees. Sunday lunch.

The final challenge is wading through a neck-deep stagnant pond fully clothed. The mud is knee-deep. Sunday lunch.

40

The cold takes my breath away. But on the other side Land Rovers wait to return us to base.

Back home we **do** eat Sunday lunch. We have baths. I feel proud now. I tell everyone what we did. Nobody believes I ate a mealworm!

45

Text B - Walkabout

Peter and Mary are lost in the Australian outback.

She turned to Peter. The noise of the kookaburra hadn't disturbed his sleep. Lying beneath the great slab of rock, he looked small and helpless, dwarfed by his surroundings. Once again, pity and tenderness welled up inside her and brought a prickling feeling to the back of her eyes. How he depended on her now. When he wakes, she thought, he'll be hungry - hungry as I am. Feeling in her pocket, she took out the last piece of barley-sugar. Gently, she slipped it into her brother's pocket. 5

Food, she realised, was their immediate problem. Water they could get from the stream, but what could they eat? She looked at the kookaburra. As if sensing her thoughts, he gave a great piercing shriek and went winging down the gully.

But other birds soon took his place: black-bodied cockatoos ripping bark from the trees in search of grubs and bright painted finches, splashing merrily in the shallow waters of the stream. The girl watched them. She envied the finches. Already the day was warm. Her dress was dirty and clammy with dew and the water looked cool and crystal-clear. Cool and crystal-clear and tempting. She looked carefully around. Peter was asleep and there was probably no one else within a hundred kilometres. Impulsively she slipped off her sandals and ran down to the water. The finches darted away. She had the creek to herself. She laughed and splashed and hand-scooped the water over her face, and forgot she was hungry. 10
15

Beside the outcrop of rock, her brother stirred. Half asleep, half awake, he heard the splash of water. He sat up, yawning and rubbing the sleepiness out of his eyes. For a moment he couldn't think where he was. Then he caught sight of his sister. 20

"Hi, Mary!" he yelled. "I'm coming too."

He scrambled up. Sandals, shorts and shirt were discarded as he came charging down to the stream. With a reckless belly flop he arrived beside the girl in a shower of drenching spray. 25

Mary wasn't pleased. Seizing him under the armpits, she plonked him back on the bank.

"Peter, it's too deep. Look, you're full of water."

He belly flopped a second time into the pool. But Mary noticed he kept to the shallows now, to the sandy-bottomed shallows where the banks flattened out.

She scrambled out of the pool and then helped him out. 30

"I'm hungry," he announced cheerfully. "What can we eat?"

"There's barley sugar in your pocket."

"It's not much."

He broke it and dutifully offered her half. She shook her head.

"It's all right. I've had mine." 35

She watched him as, cheeks bulging, hands in pockets, he went strolling down the creek. Thank heavens he didn't seem to be worried. Not yet. Whatever happened he must never realise how worried she was - must never lose faith in her ability to look after him.

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Sources taken/adapted from:

Text A: www.telegraph.co.uk/travel/destination/europe/Bear-Grylls-family-survival-weekend-UK

Text B: *Walkabout*, James Vance Marshall, Penguin Books, 2015

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