



Pearson

# **Mark Scheme (Results)**

Summer 2017

Pearson Edexcel International Primary  
Curriculum in English Year 6  
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](http://www.edexcel.com) or [www.btec.co.uk](http://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](http://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](http://www.pearson.com/uk)

Summer 2017

Publications Code JEH01\_01\_1706\_MS

All the material in this publication is copyright

© Pearson Education Ltd 2017

## 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 one mark for:  C = to create an unusual beginning	<b>1</b>

Question Number	Answer	Mark
<b>2</b>	Award one mark for: already	<b>1</b>

Question Number	Answer	Mark
<b>3</b>	Award one mark for:  B = anxious	<b>1</b>

Question Number	Answer	Mark
<b>4</b>	Award one mark for responses that explain the use of the words 'thought' or 'maybe' or 'would' to show how he imagines the weekend will be.	<b>1</b>

Question Number	Answer	Mark
<b>5</b>	One mark for: <ul style="list-style-type: none"><li>ordered</li></ul>	<b>1</b>

Question Number	Answer	Mark
<b>6</b>	One mark for: D = so they will merge into the atmosphere	<b>1</b>

Question Number	Answer	Mark
<b>7</b>	One mark for: Explanations which recognise that the experience Phoebe is having (hiking in mud/ carrying a rucksack) does not match her original expectations (static camping experience).	<b>1</b>

Question Number	Answer	Mark
<b>8</b>	Award one mark for each correct answer <ul style="list-style-type: none"> <li>To make it clean/drinkable</li> <li>To eliminate the danger of disease from rats</li> </ul>	<b>2</b>

Question Number	Answer	Mark
<b>9</b>	Award one mark for all words correctly matched. <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; width: 150px; text-align: center;">filter</div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; width: 150px; text-align: center;">decayed</div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; width: 150px; text-align: center;">rotten</div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; width: 150px; text-align: center;">absorb</div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; width: 150px; text-align: center;">swallow</div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; width: 150px; text-align: center;">sieve</div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; width: 150px; text-align: center;">digest</div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; width: 150px; text-align: center;">eat</div> </div>	<b>1</b>

Question Number	Answer	Mark
<b>10</b>	Award one mark for: <p>Explanations that include recognition of the writer's</p> <ul style="list-style-type: none"> <li>pride</li> <li>surprise</li> <li>placing of importance that Phoebe achieves the challenge rather than the writer</li> </ul>	<b>1</b>

Question Number	Answer	Mark
<b>11</b>	<p>Award two marks for all 5 statements correctly ordered.</p> <p>Award one mark for 3 or 4 statements correctly ordered.</p> <p><input type="checkbox"/> they eat unusual food 2</p> <p><input type="checkbox"/> they camouflage themselves 1</p> <p><input type="checkbox"/> they hear strange noises 5</p> <p><input type="checkbox"/> they make a place to sleep 3</p> <p><input type="checkbox"/> they are told the secret of survival 4</p>	<b>2</b>

Question Number	Answer	Mark
<b>12a</b>	Award one mark for: Sunday lunch	<b>1</b>
<b>12b</b>	<p>Award one mark for responses that recognise any of the following:</p> <ul style="list-style-type: none"> <li>• The emphasis this gives to the enormity of the challenges / activities</li> <li>• The emphasis this gives to the importance of positivity</li> <li>• To contrast a comforting/familiar activity with this taxing experience</li> <li>• To increase tension before the relief in the final repetition (we <b>do</b> eat Sunday lunch)</li> </ul>	<b>1</b>

Question Number	Answer	Mark
<b>13</b>	<p>Award one mark for:</p> <p>Recognition that the presence of the harnesses is a cause of unhappiness/ sadness for Phoebe's father</p>	<b>1</b>

Question Number	Answer	Mark
<b>14</b>	<p>Award one mark for:</p> <p>C. recount what happened that weekend</p>	<b>1</b>

Question Number	Answer	Mark
<b>15</b>	<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"> <li>• The uncertainty of the events, activities of the next few days (maybe cook sausages/ I thought)</li> <li>• The belittling/ self-deprecation of the writer's own attempts (somehow I get it down/ other dads are fitter/ tangled our fishing net/ can't follow instructions)</li> <li>• The belittling/ self-deprecation of the writer's inability to cope with noises and minor insect life</li> <li>• tresses the impact of noises and bugs (hoot of an owl/choke of a fox/ thrash about)</li> <li>• Concentrates on the positive experience of being home again (Sunday lunch)</li> <li>• The emphasis on the physical unpleasantness of the experience</li> </ul> <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>	<b>3</b>

Question Number	Answer	Mark
<b>16</b>	<p>Award one mark for responses that refer to:</p> <ul style="list-style-type: none"> <li>• she knew he would be hungry (when he woke)</li> </ul>	<b>1</b>

Question Number	Answer	Mark
<b>17</b>	<p>Award one mark for: <u>(As if) sensing her thoughts</u>, he gave a great piercing shriek and went winging down the gully.</p>	<b>1</b>

Question Number	Answer	Mark
<b>18</b>	Award 1 mark for: C to show contrast	<b>1</b>
Question Number	Answer	Mark
<b>19</b>	Award 1 mark for: spontaneously	<b>1</b>

Question Number	Answer	Mark
<b>20</b>	Award 1 mark for: a) Any contrast that includes carefree v anxious/ happiness v unhappiness/ merriment v preoccupation/ grubbiness v cleanliness Accept any other reasonable contrast routed in the text.	<b>1</b>
	b) She becomes carefree (splashes happily/cleans and cools herself)	<b>1</b>

Question Number	Answer	Mark
<b>21</b>	Award 1 mark for: He scrambled up. Sandals and shorts were discarded as he came charging down to the stream. With a <u>reckless</u> belly flop he arrived beside the girl in a shower of drenching spray.	<b>1</b>



Question Number	Answer	Mark
<b>22</b>	Award one mark for:  C so his sister would not be cross again	<b>1</b>

Question Number	Answer	Mark
<b>23</b>	Award one mark for:  C to show Peter is not concerned	<b>1</b>

Question Number	Answer	Mark
<b>24</b>	Award one mark for responses that refer to any of the following:  Mary looks after Peter/ Mary tells Peter off/ Mary takes responsibility/ Mary doesn't want Peter to worry/ Peter is unaware of the enormity of their situation.	<b>1</b>

Question Number	Answer	Mark															
<b>25</b>	Award one mark for each correctly selected option. <table border="1" data-bbox="384 1733 1134 2038"> <tr> <td>He is unaware</td> <td><input type="checkbox"/></td> <td>Y</td> </tr> <tr> <td>He is tired</td> <td><input type="checkbox"/></td> <td></td> </tr> <tr> <td>He is anxious</td> <td><input type="checkbox"/></td> <td></td> </tr> <tr> <td>He is vulnerable</td> <td><input type="checkbox"/></td> <td>Y</td> </tr> <tr> <td>He is cautious</td> <td><input type="checkbox"/></td> <td></td> </tr> </table>	He is unaware	<input type="checkbox"/>	Y	He is tired	<input type="checkbox"/>		He is anxious	<input type="checkbox"/>		He is vulnerable	<input type="checkbox"/>	Y	He is cautious	<input type="checkbox"/>		<b>2</b>
He is unaware	<input type="checkbox"/>	Y															
He is tired	<input type="checkbox"/>																
He is anxious	<input type="checkbox"/>																
He is vulnerable	<input type="checkbox"/>	Y															
He is cautious	<input type="checkbox"/>																

Question Number	Answer	Mark
<b>26</b>	Award one mark each for responses rooted in the text (with reference to a character or dilemma) e.g. to see if the children find food to find out if the children reach safety to know if Mary is able to look after Peter	<b>2</b>

Question Number	Answer	Mark
<b>27</b>	Award one mark for : B adventure	<b>1</b>

Question Number	Answer	Mark
<b>28</b>	Award one mark for answers that show understanding that Peter did not want to share the barley sugar but felt he had to.	<b>1</b>

Question Number	Answer	Mark
<b>29</b>	Award one mark for 'must'.	<b>1</b>

Question Number	Answer	Mark
<b>30</b>	<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"> <li>• the change from the description of the birds and calmness to the sudden action when Peter awakes</li> <li>• the anticipation of future dilemmas (hunger/ danger/ protection)</li> <li>• the release of tension when danger is passed</li> <li>• the selflessness of the girl's actions</li> <li>• the use of short sentences</li> </ul> <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>	<b>3</b>

Question Number	Answer			Mark
<b>31</b>		Apostrophe for omission	Apostrophe for possession	<b>1</b>
	It would compensate for the lack of camping in my daughter's life		y	
	What's more, so does my daughter	Y		
	I haven't excelled	Y		
	I can't follow instructions	Y		
	Phoebe's head-torch is broken		y	

Question Number	Answer	Mark
<b>32</b>	Award one mark for each correctly completed sentence. The survivors have to cook <b>their</b> own dinner. The Land rovers were waiting <b>there</b> . At the end of the course <b>they're</b> proud of <b>their</b> achievements.	<b>3</b>

Question Number	Answer	Mark
<b>33</b>	Award 1 mark each for 'colon' and 'comma' correctly identified. Ignore spelling errors as long as the intention is clear.	<b>2</b>

Question Number	Answer	Mark
<b>34</b>	Half asleep, half awake, he <u>heard</u> the splash of water. He <u>sat</u> up yawning and rubbing the sleepiness out of his eyes. Then he <u>caught</u> sight of his sister.  Award 2 marks for all three correctly underlined. Award 1 mark for two correctly underlined.	<b>2</b>

Question Number	Answer	Mark
<b>35</b>	He breaks it and dutifully offers her half. She shakes her head.  Award one mark for the first sentence correctly changed. Award one mark for the second sentence correctly changed.	<b>2</b>

36 Writing task

**Form, communication and purpose**

Level	Marks	Criteria
3	1-4	<ul style="list-style-type: none"> <li>• The form is a simple account; content may be unbalanced. Some detail or description of the chosen challenge with some explanation.</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 points indicated.</li> <li>• Connections built up by reference to events / actions.</li> </ul>
4	5-8	<ul style="list-style-type: none"> <li>• The form of an account is 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 account 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>• Content of account is 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 give structure to the whole text.</li> <li>• Within paragraphs or sections main ideas are developed with relevant detail or examples. References sometimes varied to avoid repetition.</li> </ul>

### **Spelling, punctuation and grammar**

Level	Marks	Criteria
3	1-3	<ul style="list-style-type: none"><li>• Subject and verbs are very simple and often repeated.</li><li>• Simple connectives used to link clauses.</li><li>• Some sentence variation created (e.g. simple adverbials).</li><li>• Noun phrases mostly simple, with some limited expansion.</li><li>• Full stops, capital letters, exclamation marks and question marks mostly accurate. Commas used in lists.</li><li>• Spelling is usually accurate, including common, polysyllabic words</li></ul>
4	4-6	<ul style="list-style-type: none"><li>• Sentences mostly grammatically sound.</li><li>• Some variety in subordinating connectives.</li><li>• Adverbials, expanded noun phrases and modals add variety. Tense choice mainly appropriate.</li><li>• Some variation in subjects of sentences.</li><li>• Most sentences correctly demarcated. Some commas mark phrases or clauses.</li><li>• Spelling of most common functional words is accurate</li></ul>
5	7-8	<ul style="list-style-type: none"><li>• Simple and complex sentences with some variety of connectives.</li><li>• Expansion of phrases and clauses adds detail.</li><li>• Range of verb forms develops meaning and maintains appropriate tense choice.</li><li>• Additional words and phrases contribute to shades of meaning.</li><li>• Range of punctuation used almost always correctly.</li><li>• Words with complex regular patterns are usually spelt correctly.</li></ul>