



Pearson

Mark Scheme Results

June 2019

Pearson Edexcel International Primary
Curriculum in English Year 6
Paper JEH11 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

June 2019

Publications Code JEH11_01_1906_MS

All the material in this publication is copyright

© Pearson Education Ltd 2019

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.

Text A

Question Number	Answer	Mark
1.	<p>RAO1</p> <p>Award 1 mark for:</p> <ul style="list-style-type: none">• More than two thousand years ago/over 2000 years ago <p>Accept misspellings of words as long as the intention is clear.</p> <p>Only award the mark to responses which refer to 'more than' or 'over 2000 years ago.'</p>	1

Question Number	Answer	Mark
2.	<p>RAO1</p> <p>Award 1 mark for:</p> <p>B. it was so long ago</p>	1

Question Number	Answer	Mark
3.	<p>RAO4</p> <p>Award 1 mark for:</p> <ul style="list-style-type: none">• minute <p>Accept minor copying errors.</p>	1

Question Number	Answer	Mark
4.	<p>RAO2</p> <p>Award 1 mark for any of the following:</p> <ul style="list-style-type: none"> • explorers (told stories about kites) • paintings/artwork • legends (told stories about kites) • because of all the stories. 	1

Question Number	Answer	Mark
5.	<p>RAO3</p> <p>Award 1 mark for any 2 of the following from different bullet points:</p> <ul style="list-style-type: none"> • subheadings/headings/title • bullet points • question/questions and answers • presentational features such as emboldening/centring/left justifying. <p>Do not accept</p> <ul style="list-style-type: none"> • two from the same bullet point • subtitles. 	1

Question Number	Answer	Mark
6.	<p>RAO5</p> <p>Award 1 mark for responses that recognise kites are useful/helpful</p> <p>Award 2 marks for responses which show understanding that although kites are generally thought to be a hobby/sport for enjoyment, they also have practical uses, e.g. research/science/new technology/travel/fishing/rescues.</p>	2

Question Number	Answer	Mark
7.	RAO5 Award 1 mark for: B. contrast the two sizes	1

Question Number	Answer	Mark												
8.	RAO4 Award 1 mark for: <table border="1" data-bbox="389 815 1118 983" style="margin-left: 40px;"> <thead> <tr> <th>Phrase</th> <th>Fact</th> <th>Opinion</th> </tr> </thead> <tbody> <tr> <td>There are many exciting festivals to visit.</td> <td></td> <td>X</td> </tr> <tr> <td>People work for months</td> <td>X</td> <td></td> </tr> <tr> <td>This festival is in January.</td> <td>X</td> <td></td> </tr> </tbody> </table> Award 1 mark for both correctly identified.	Phrase	Fact	Opinion	There are many exciting festivals to visit.		X	People work for months	X		This festival is in January.	X		1
Phrase	Fact	Opinion												
There are many exciting festivals to visit.		X												
People work for months	X													
This festival is in January.	X													

Question Number	Answer	Mark
9.	RAO2 Award 1 mark for: <ul style="list-style-type: none"> • (they all) fight for space 	1

Question Number	Answer	Mark
10.	RAO3 Award 1 mark for: D. to inform readers about the history of kites	1.

Question Number	Answer	Mark
11.	RAO5 Award 1 mark for: C. are very old	1

Text B

Question Number	Answer	Mark
12.	RAO2 Award 1 mark for: C. happy	1

Question Number	Answer	Mark
13	RAO2 Award 1 mark for: • hard	1

Question Number	Answer	Mark
14.	RAO2 Award 1 mark for: D. is larger	1

Question Number	Answer	Mark
15	RAO1 Award 1 mark for responses that refer to any of the following: <ul style="list-style-type: none">• smiling/grinning (at the wind)• protected (by his clothing)• welcomes (the wind)• (he had a) mission.• He ignored it (the wind's presence)	1

Question Number	Answer	Mark
16	RAO3 Award 1 mark for: B. emphasise extreme temperatures	1

Question Number	Answer	Mark
17.	RAO5 Award 1 mark for responses that refer to the writer showing that it is cold(er) in winter or warm(er) in summer, for example: <ul style="list-style-type: none"> • to show that it's really cold/horrible in winter • he says it's better/warmer in summer. Award 2 marks for responses that refer to the writer's intention to show the contrast between the winter and summer. For example: <ul style="list-style-type: none"> • to show the summer is much more pleasant (1) but the winter is very difficult to endure (1). 	2

Question Number	Answer	Mark
18	RAO2 Award 1 mark for references to: <ul style="list-style-type: none"> • enthusiasm to fly/to get started • wanting to impress/show off Accept any appropriate response.	1

Question Number	Answer	Mark
19	RAO1 Award 1 mark for: <ul style="list-style-type: none"> • Weeks Accept any clear indication of the correct word.	1

Question Number	Answer	Mark
20	<p>RAO4</p> <p>Award 1 mark for all synonyms matched correctly.</p>	1

Question Number	Answer	Mark
21	<p>RAO4</p> <p>Award 1 mark for:</p> <p>B. the best speed</p>	1

Question Number	Answer	Mark
22	<p>RAO2</p> <p>Award 1 mark for:</p> <ul style="list-style-type: none"> the strength of the wind/the wild/unpredictable/reckless wind. <p>Award 1 mark for:</p> <ul style="list-style-type: none"> the kite being homemade <p>Do not accept references to the writer praying.</p>	2

Question Number	Answer	Mark
23	<p>RAO2</p> <p>Award 1 mark for:</p> <p>C. autobiography</p>	1

Question Number	Answer	Mark
24	RAO2 Award 1 mark for: D. long	1

Question Number	Answer	Mark																		
25	RAO3 Award 2 marks for 4 correct. Award 1 mark for 2 or 3 correct. <table border="1" data-bbox="384 815 1230 1243"> <thead> <tr> <th>Events and Thoughts</th> <th>Delighted</th> <th>Sorrowful</th> </tr> </thead> <tbody> <tr> <td>I let go of Glider, and it flew, it flew so high</td> <td>X</td> <td></td> </tr> <tr> <td>To put Glider on my bedroom wall and let everyone behold my glorious achievement</td> <td>X</td> <td></td> </tr> <tr> <td>On the next pull, the string snapped</td> <td></td> <td>X</td> </tr> <tr> <td>Like a bottle that had just shattered into a thousand pieces</td> <td></td> <td>X</td> </tr> <tr> <td>Only dreams remained of my blue-coloured kite – named Glider.</td> <td></td> <td>X</td> </tr> </tbody> </table>	Events and Thoughts	Delighted	Sorrowful	I let go of Glider, and it flew, it flew so high	X		To put Glider on my bedroom wall and let everyone behold my glorious achievement	X		On the next pull, the string snapped		X	Like a bottle that had just shattered into a thousand pieces		X	Only dreams remained of my blue-coloured kite – named Glider.		X	2
Events and Thoughts	Delighted	Sorrowful																		
I let go of Glider, and it flew, it flew so high	X																			
To put Glider on my bedroom wall and let everyone behold my glorious achievement	X																			
On the next pull, the string snapped		X																		
Like a bottle that had just shattered into a thousand pieces		X																		
Only dreams remained of my blue-coloured kite – named Glider.		X																		

Question Number	Answer	Mark
26	RAO5 Award 1 mark for any response linked to the text, for example: <ul style="list-style-type: none"> • Did you make another kite? • Did you make the kite string stronger? • Did you start any other hobbies instead? • Did you ever find your kite again? Also accept responses that are not punctuated accurately or are statements or not a grammatical question, e.g. <ul style="list-style-type: none"> • if he made another kite. 	1

Grammar Section

Question Number	Answer	Mark
27	Award 1 mark for: <ul style="list-style-type: none">• and Accept any clear indication of the correct word.	1

Question Number	Answer	Mark
28a	Award 1 mark for: I <u>stood</u> on a beach when I <u>planned</u> to fly Glider. The wind <u>whistled</u> .	1

Question Number	Answer	Mark
28b	Award 1 mark for: I <u>stand</u> on a beach when I <u>plan</u> to fly Glider. The wind <u>whistles</u> . Also accept appropriate present progressive tense insertions	1

Question Number	Answer	Mark
29	<p>Sentence 1</p> <p>Glider is bigger than most of the kites but it is not the biggest.</p> <p>Award 1 mark for both correct answers.</p> <p>Sentence 2</p> <p>The kite climbed high in the sky, and was at its highest before I pulled it in. The string snapped and the kite flew even higher.</p> <p>Award 1 mark for 2 correct answers.</p> <p>Award 2 marks for 3 correct answers.</p>	3

Question Number	Answer	Mark
30	<p>Award 1 mark for each correct response.</p> <p>Afterwards, I <u>stared</u> into the cloudy sky. → verb</p> <p>Afterwards, <u>I</u> stared into the cloudy sky. → determiner</p> <p>Afterwards, I <u>stared</u> into the cloudy sky. → preposition</p> <p>Afterwards, I stared <u>into</u> the cloudy sky. → noun</p> <p>Afterwards, I stared <u>into</u> the cloudy sky. → pronoun</p> <p>Afterwards, I stared <u>into</u> the cloudy sky. → adverb</p>	3

Question Number	Answer	Mark
31	<p>Award 1 mark for:</p> <p>How could I let you go? I cried.</p> <p>Award 1 mark for the correct insertion of speech demarcation.</p> <p>'How could I let you go?' I cried.</p> <p>Accept single or double speech marks as long as they are consistent.</p>	2

Question Number	Answer	Mark																		
32	<p>Award 2 marks for 4 apostrophes identified correctly.</p> <p>Award 1 mark for 2 or 3 apostrophes identified correctly.</p> <table border="1"> <thead> <tr> <th>Sentence</th> <th>Contraction</th> <th>Possession</th> </tr> </thead> <tbody> <tr> <td>The wind's speed was fast.</td> <td></td> <td>X</td> </tr> <tr> <td>I couldn't wait.</td> <td>X</td> <td></td> </tr> <tr> <td>Glider's string was long.</td> <td></td> <td>X</td> </tr> <tr> <td>It's blown away.</td> <td>X</td> <td></td> </tr> <tr> <td>I'll never see it again.</td> <td>X</td> <td></td> </tr> </tbody> </table>	Sentence	Contraction	Possession	The wind's speed was fast.		X	I couldn't wait.	X		Glider's string was long.		X	It's blown away.	X		I'll never see it again.	X		2
Sentence	Contraction	Possession																		
The wind's speed was fast.		X																		
I couldn't wait.	X																			
Glider's string was long.		X																		
It's blown away.	X																			
I'll never see it again.	X																			

Question Number	Answer	Mark
33	<p>Award 1 mark for:</p> <p>The kite was flown by the boy.</p>	1

Question Number	Answer	Mark
34	Award 1 mark for: ful Accept any clear indication of the correct suffix.	1

Question number	Indicative content
35	<p>WA01 (5 marks), WA02 (4 marks), WA03 (6 marks)</p> <p>Purpose: to write a letter about something important or precious that was lost – informative, engaging and entertaining. This may involve a range of approaches, including: description, narrative, explanation.</p> <p>Audience: the writing is for a friend or relative. The focus is on communicating information about the loss of something important. This may involve a range of approaches.</p> <p>Form: the response should be a letter that may extend into a wider narrative format. Explanation or description should be included.</p> <p>Responses may include:</p> <ul style="list-style-type: none"> • details of the loss with an explanation of why it is important • information about the people who are involved and their role in it • description of a specific item, setting, person or event and thoughts and feelings.

Form, communication and purpose

Level	Mark	WAO1 and WAO2 descriptors
P1	1–3	<ul style="list-style-type: none">• Partial link to task with an emerging awareness of audience. Form is simple.• Limited evidence of organisation, effort is required by the reader.• Word choice is simple and repetitious.
P2	4–6	<ul style="list-style-type: none">• Mostly linked to task with an awareness of audience. Form is mostly maintained.• Mainly organised with some paragraphs or sections logically sequenced, although transitions may be awkward.• Some stylistic features are used to support purpose.
P3	7–9	<ul style="list-style-type: none">• Appropriate to task with secure awareness of audience. Form established and maintained throughout.• Organised with clear control of paragraphs or sections that supports coherence throughout.• Stylistic features used add emphasis and interest which supports purpose.

Grammar, punctuation and spelling

Level	Mark	WAO3 descriptor
P1	1–2	<ul style="list-style-type: none">• Sentences are mainly simple with some possible use of simple connectives. Subject and verb agreement not always sustained.• Basic sentence demarcation. Evidence of other basic punctuation marks used; commas in lists.• Spelling of simple words is mostly accurate.
P2	3–4	<ul style="list-style-type: none">• Sentences mostly grammatically sound with some more complex connectives used to develop sentences.• Most sentences correctly demarcated. Evidence of more variety of punctuation; commas mark to phrases or clauses, question marks.• Spelling of most common functional words is accurate.
P3	5–6	<ul style="list-style-type: none">• Simple and complex sentences used securely with a variety of connectives.• A range of punctuation is used, almost always correctly.• Words with complex regular patterns are usually spelt accurately.