



Pearson

# **Mark Scheme (Results)**

October 2020

Pearson Edexcel International Primary

Curriculum in English Year 6

Paper JEH11 01

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## 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.

## Mark Scheme - 2020

### Text A

Question Number	Answer	Mark
<b>1.</b>	RAO4 Award 1 mark for: C. show that it powers familiar objects	<b>1</b>

Question Number	Answer	Mark
<b>2.</b>	RAO5 Award 1 mark for: D. interest the reader in the text	<b>1</b>

Question Number	Answer	Mark
<b>3.</b>	RAO1 Award 1 mark for either: <ul style="list-style-type: none"><li>• thousands of years</li><li>• many centuries</li></ul> Also accept the direct the quote: <ul style="list-style-type: none"><li>• it has taken thousands of years for scientists</li></ul> Accept misspellings of words as long as the intention is clear.	<b>1</b>

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Question Number	Answer	Mark
<b>4.</b>	RAO2 Award 1 mark for: <ul style="list-style-type: none"><li>• deadly</li></ul> Also accept minor copying errors.	<b>1</b>

Question Number	Answer	Mark
<b>5.</b>	RAO4 Award 1 mark for: <ul style="list-style-type: none"><li>• polished</li></ul>	<b>1</b>

Question Number	Answer	Mark
<b>6.</b>	RAO4 Award 1 mark for: B. floaty	<b>1</b>

Question Number	Answer	Mark
<b>7.</b>	RAO1 Award 1 mark for: <ul style="list-style-type: none"> <li>gradually</li> </ul>	<b>1</b>

Question Number	Answer	Mark												
<b>8.</b>	RAO2 Award 1 mark for correct identification of both. <table border="1" data-bbox="384 1088 1233 1487"> <thead> <tr> <th>Phrase</th> <th>Direct address</th> </tr> </thead> <tbody> <tr> <td>Many useful inventions began to appear.</td> <td></td> </tr> <tr> <td>A famous inventor was Michael Faraday.</td> <td></td> </tr> <tr> <td>Do you have any of these in your house?</td> <td>✓</td> </tr> <tr> <td>Here's how to make your own static electricity:</td> <td>✓</td> </tr> <tr> <td></td> <td></td> </tr> </tbody> </table>	Phrase	Direct address	Many useful inventions began to appear.		A famous inventor was Michael Faraday.		Do you have any of these in your house?	✓	Here's how to make your own static electricity:	✓			<b>1</b>
Phrase	Direct address													
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Do you have any of these in your house?	✓													
Here's how to make your own static electricity:	✓													

Question Number	Answer	Mark
<b>9.</b>	RAO5 Award 1 mark for responses that refer to the author's intention to show motors (or machines) are useful e.g. <ul style="list-style-type: none"> <li>he says there are lots of machines in people's houses</li> </ul>	<b>2</b>

	Award 2 marks for responses which show understanding that the writer's purpose is to get us to think about how important/widespread/ubiquitous the use of motors is in everyday life/the home.	
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Question Number	Answer	Mark
<b>10.</b>	RAO5 Award 1 mark for: C. electricity can be a hazard	<b>1</b>

Question Number	Answer	Mark												
<b>11.</b>	RAO3 Award 1 mark for <b>three</b> correct responses  <table border="1" data-bbox="609 1630 1142 1861"> <tr> <td>numbering</td> <td>✓</td> </tr> <tr> <td>illustration</td> <td>✓</td> </tr> <tr> <td>Labelling</td> <td></td> </tr> <tr> <td>bullet points</td> <td></td> </tr> <tr> <td>commands</td> <td>✓</td> </tr> <tr> <td>bold text</td> <td></td> </tr> </table> Accept any positive indication	numbering	✓	illustration	✓	Labelling		bullet points		commands	✓	bold text		<b>1</b>
numbering	✓													
illustration	✓													
Labelling														
bullet points														
commands	✓													
bold text														

Question Number	Answer	Mark
<b>12.</b>	RAO2 Award 1 mark for: <ul style="list-style-type: none"> <li>• controlled</li> </ul>	<b>1</b>

Question Number	Answer	Mark
<b>13.</b>	RAO4 Award 1 mark for: D. focus readers on the subject	<b>1</b>

Question Number	Answer	Mark
<b>14.</b>	RAO2 Award 1 mark for words which are a suitable replacement for 'taut' e.g. <ul style="list-style-type: none"> <li>• tight</li> <li>• stretched</li> </ul>	<b>1</b>



Question Number	Answer	Mark
<b>15.</b>	<p>RAO2</p> <p>Award 1 mark for references to the muscles being e.g.:</p> <ul style="list-style-type: none"> <li>• hard/harder (due to hard work/duration of work)</li> <li>• firm/firmer</li> </ul>	<b>1</b>

Question Number	Answer	Mark
<b>16.</b>	<p>RAO2</p> <p>RAO5</p> <p>Award 1 mark for references to an appropriate feeling e.g.</p> <ul style="list-style-type: none"> <li>• alertness</li> <li>• activeness</li> <li>• excitement</li> <li>• feeling of anticipation</li> </ul> <p>Also accept:</p> <ul style="list-style-type: none"> <li>• wide-awake</li> </ul> <p>Award 2 marks for responses which show understanding that despite not getting much sleep it is surprising that he is so lively/energetic/more awake than he's ever felt before</p> <p>Do not accept direct text lifts like 'awake', or 'so awake' without further explanation</p>	<b>2</b>

Question Number	Answer	Mark
<b>17.</b>	RAO2 Award 1 mark for: B. gratified	<b>1</b>

Question Number	Answer	Mark
<b>18.</b>	RAO1 Award 1 mark for references to people or distance up to a maximum of 2 marks e.g. <ul style="list-style-type: none"> <li>• (now) people began to arrive</li> <li>• the traders in the market had spotted it (from their stalls)</li> <li>• they watched it rise from a distance</li> <li>• the truck drivers left their vehicles on the road</li> <li>• they'd crossed the valley towards my home</li> </ul>	<b>2</b>

Question Number	Answer	Mark									
<b>19.</b>	RAO2 Award 2 marks for 4 correct. Award 1 mark for 2 or 3 correct.	<b>2</b>									
	<table border="1"> <thead> <tr> <th>Behaviour</th> <th>Impressed</th> <th>Unimpressed</th> </tr> </thead> <tbody> <tr> <td>looking up in awe</td> <td>✓</td> <td></td> </tr> <tr> <td>staring up at the strange and wondrous structure</td> <td>✓</td> <td></td> </tr> </tbody> </table>		Behaviour	Impressed	Unimpressed	looking up in awe	✓		staring up at the strange and wondrous structure	✓	
	Behaviour		Impressed	Unimpressed							
looking up in awe	✓										
staring up at the strange and wondrous structure	✓										

	as if it were a mythical creature.	✓		
	These same men had teased me		✓	
	and still they whispered, even laughed.		✓	

Question Number	Answer	Mark
<b>20.</b>	RAO2 Award 1 mark for: C. defiant	<b>1</b>

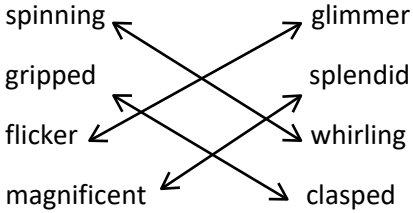
Question Number	Answer	Mark
<b>21.</b>	RAO5 Award 1 mark for any reference to the tower: <ul style="list-style-type: none"> <li>• groaned</li> <li>• bones</li> <li>• arms</li> </ul> <p>Also accept:</p> <ul style="list-style-type: none"> <li>• legs</li> <li>• creature</li> </ul>	<b>1</b>

Question Number	Answer	Mark
<b>22.</b>	RAO2 Award 1 mark for: A. biography	<b>1</b>

Question Number	Answer	Mark
<b>23.</b>	RAO4 Award 1 mark for references to: <ul style="list-style-type: none"> <li>• (them) being useful</li> <li>• (them) finding a new use/purpose/recycling</li> </ul>	<b>1</b>

Question Number	Answer	Mark
<b>24.</b>	RAO3 Award 1 mark for: B. alliteration	<b>1</b>

Question	Answer	Mark
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Number		
<b>25.</b>	<p>RAO4</p> <p>Award 1 mark for all synonyms matched correctly.</p> 	<b>1</b>

Question Number	Answer	Mark
<b>26.</b>	<p>RAO5</p> <p>Award 1 mark for any response linked to the text, for example:</p> <ul style="list-style-type: none"> <li>• I knew I could do it!</li> <li>• Now you see I was right to try this.</li> <li>• You didn't believe I could do it, did you?</li> <li>• I'm really proud (that I can help my village)</li> <li>• he would say that he had been successful</li> </ul> <p>Also accept any appropriate responses that are not punctuated/spelled correctly and/or are not grammatically correct, e.g.</p> <ul style="list-style-type: none"> <li>• I did it</li> <li>• I tried my best and suceded.</li> <li>• I new was possib.</li> </ul>	<b>1</b>

**Grammar Section**

Question Number	Answer	Mark
<b>27.</b>	GAO1 Award 1 mark for both: <ul style="list-style-type: none"> <li>• never</li> <li>• so</li> </ul>	<b>1</b>

Question Number	Answer	Mark		
<b>28.</b>	Award 2 marks for 4 correct.	<b>2</b>		
	Award 1 mark for 2 or 3 correct.			
	<b>Conjunction</b>		<b>Coordinating</b>	<b>Subordinating</b>
	if			✓
	so		✓	
	but		✓	
	because			✓
although		✓		

Question Number	Answer	Mark
<b>29a.</b>	Award 1 mark for:	<b>1</b>

	they quickly <u>packed</u> up their things. The truck drivers <u>left</u> their vehicles on the road. They <u>crossed</u> the valley towards my home	
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Question Number	Answer	Mark
<b>29b.</b>	<p>Award 1 mark for:</p> <p>they quickly <u>pack</u> up their things. The truck drivers <u>leave</u> their vehicles on the road. They <u>cross</u> the valley towards my home</p> <p>Accept minor copying errors, but the verb forms must be spelled correctly</p> <p>Do not accept present progressive tense insertion</p>	<b>1</b>

Question Number	Answer	Mark
<b>30.</b>	<p>Award 1 mark for each correct response.</p> <p>People gasped, <b>and</b> some pushed to see better. → noun</p> <p>People gasped, and some pushed to see <b>better</b>. → determiner</p> <p>People gasped, and <b>some</b> pushed to see better. → adverb</p> <p><b>People</b> gasped, and some pushed to see better. → conjunction</p>	<b>3</b>

Question Number	Answer	Mark
<b>31.</b>	<p>Award 2 marks for 4 correct.</p> <p>Award 1 mark for 2 or 3 correct.</p> <p>I admired its other pieces, <b>too</b> many to mention.</p> <p>Each one had its own story of discovery <b>to</b> tell.</p> <p>In one hand I clutched <b>two</b> tiny objects: a reed and a light bulb.</p> <p>Down below, the crowd were about <b>to</b> cackle like hens.</p>	<b>2</b>

Question Number	Answer	Mark
<b>32.</b>	<p>Award 1 mark for capitalisation of 'A' in 'as' and 'W' in 'william'.</p> <p>Award 1 mark for correct placement of the comma and a full stop to complete the sentence.</p> <p><b>As William</b> watched from the high tower, he could see the village and the rest of his country.</p>	<b>2</b>



Question Number	Answer	Mark												
<b>33.</b>	Award 1 mark for 1 or 2 correct.	<b>2</b>												
	Award 2 marks for 3 correct.													
	<table border="1"> <thead> <tr> <th><b><u>Apostrophe</u></b></th> <th><b><u>Correct position</u></b></th> <th><b><u>Incorrect position</u></b></th> </tr> </thead> <tbody> <tr> <td>the'yd laughed at <u>him</u></td> <td></td> <td>✓</td> </tr> <tr> <td>that's amazing</td> <td>✓</td> <td></td> </tr> <tr> <td><u>Its'</u> pieces were lost</td> <td></td> <td>✓</td> </tr> </tbody> </table>		<b><u>Apostrophe</u></b>	<b><u>Correct position</u></b>	<b><u>Incorrect position</u></b>	the'yd laughed at <u>him</u>		✓	that's amazing	✓		<u>Its'</u> pieces were lost		✓
	<b><u>Apostrophe</u></b>		<b><u>Correct position</u></b>	<b><u>Incorrect position</u></b>										
the'yd laughed at <u>him</u>		✓												
that's amazing	✓													
<u>Its'</u> pieces were lost		✓												

Question Number	Answer	Mark
<b>34.</b>	Award 1 mark for: <ul style="list-style-type: none"> <li>• dis</li> </ul>	<b>1</b>

Question number	Indicative content
35	<p><b>WAO1 (5 marks), WAO2 (4 marks), WAO3 (6 marks)</b></p> <p><b>Purpose:</b> to explain and inform about a useful machine/device using electricity which should be included in the school time capsule. This may inform, persuade and explain. This may involve a range of approaches, including description and/or explanation.</p> <p><b>Audience:</b> the writing is for the head teacher, to persuade them to include the invention in the school time capsule. The focus is on describing the item selected and giving information regarding the selection. This may involve a range of approaches.</p> <p><b>Form:</b> the response should be a description/explanation/persuasive composition. Explanation or description should be included.</p> <p>Responses <b>may</b> include:</p> <ul style="list-style-type: none"> <li>• details of the machine/device with a description of its function(s)</li> <li>• information about how people who use it find it useful</li> <li>• explanation about why it should be included in the time capsule</li> </ul>

### Form, communication and purpose

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

## Grammar, punctuation and spelling

Level	Mark	WA03 descriptor
P1	1–2	<ul style="list-style-type: none"><li>• Sentences are mainly simple with some possible use of simple connectives. Subject and verb agreement not always sustained.</li><li>• Basic sentence demarcation. Evidence of other basic punctuation marks used; commas in lists.</li><li>• Spelling of simple words is mostly accurate.</li></ul>
P2	3–4	<ul style="list-style-type: none"><li>• Sentences mostly grammatically sound with some more complex connectives used to develop sentences.</li><li>• Most sentences correctly demarcated. Evidence of more variety of punctuation; commas mark to phrases or clauses, question marks.</li><li>• Spelling of most common functional words is accurate.</li></ul>
P3	5–6	<ul style="list-style-type: none"><li>• Simple and complex sentences used securely with a variety of connectives.</li><li>• A range of punctuation is used, almost always correctly.</li><li>• Words with complex regular patterns are usually spelt accurately.</li></ul>