



Mark Scheme (Results)

June 2021

Pearson Edexcel International Award in Primary
(JEH11)
Year 6

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the last candidate in exactly the same way as they mark the first.
- 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.
- 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/indicative content will not be exhaustive.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, a senior examiner must be consulted before a mark is given.
- Crossed out work should be marked **unless** the candidate has replaced it with an alternative response.

Specific Marking Guidance

When deciding how to reward an answer, examiners should consult both the indicative content and the associated marking grid(s). When using a levels-based mark scheme, the 'best fit' approach should be used.

- Examiners should first decide which descriptor most closely matches the answer and place it in that level.
- The mark awarded within the level will be decided based on the quality of the answer and will be modified according to how securely all bullet points are displayed at that level.
- Indicative content is exactly that – they are factual points that candidates are likely to use to construct their answer.
- It is possible for an answer to be constructed without mentioning some or all of these points, as long as they provide alternative responses to the indicative content that fulfils the requirements of the question. It is the examiner's responsibility to apply their professional judgement to the candidate's response in determining if the answer fulfils the requirements of the question.

Text 1

Question Number	Answer	Mark
1	RAO5 Award 1 mark for: C. shows what the text is about	(1)

Question Number	Answer	Mark
2	RAO2 Award 1 mark for: <ul style="list-style-type: none">• endurance Also accept minor copying errors.	(1)

Question Number	Answer	Mark
3	RAO5 Award 1 mark for: D. make the distance clearer for readers	(1)

Question Number	Answer	Mark
4	<p>RAO5</p> <p>Award 1 mark for each response below</p> <ul style="list-style-type: none"> • recognition that the subheading/question is addressing the reader directly • recognition that the writer is trying to engage and interest the reader <p>DNA general responses, e.g. that the subheading/question is introducing the content of the paragraph.</p>	(2)

Question Number	Answer	Mark
5	<p>RAO4</p> <p>Award 1 mark for:</p> <p>C. Eliud just missed out beating this time</p>	(1)

Question Number	Answer	Mark
6	<p>RAO4</p> <p>Award 1 mark for:</p> <p>C. a metaphor</p>	(1)

Question Number	Answer	Mark
7	RAO4 Award 1 mark for: <ul style="list-style-type: none"> overshadowed 	(1)

Question Number	Answer	Mark
8	RAO1 Award 1 mark for reference to: <ul style="list-style-type: none"> trying/wanting to win (races) Also accept: <ul style="list-style-type: none"> determination Accept misspellings of words and direct text lifts as long as the intention is clear.	(1)

Question Number	Answer	Mark
9	RAO2 Award 1 mark for reference to sprinters running with: <ul style="list-style-type: none"> forcefulness/aggression/energy strength DNA generic references to speed/quickness alone. Accept misspellings of words as long as the intention is clear.	(1)

Question Number 10	Answer RAO1	Mark (1)	
Words from the text		Sprinting	Long-distance
They have long arms that pump for extra power...			✓
...carry more weight and most of it is muscle.		✓	
...develop long, lean muscles, particularly in the lower body.			✓
Award 1 mark for both correct.			

Question Number	Answer	Mark
11	RAO5 Award 1 mark for circling: <ul style="list-style-type: none"> • both 	(1)

Text 2

Question Number	Answer	Mark
12	RAO2 Award 1 mark for: <ul style="list-style-type: none"> • collapsed 	(1)

Question Number	Answer	Mark
13	<p>RAO2</p> <p>Award 1 mark for reference to e.g.:</p> <ul style="list-style-type: none"> • Very little growing there/not much grass • deserted/lifeless <p>DNA generic references to, e.g. 'wasteland' without further explanation.</p> <p>Accept misspellings of words as long as the intention is clear.</p>	(1)

Question Number	Answer	Mark
14	<p>RAO4</p> <p>Award 1 mark for:</p> <p>D. refusing to move</p>	(1)

Question Number	Answer	Mark
15	RAO2 RAO5 Award 1 mark for references to feeling: <ul style="list-style-type: none"> • pain/tiredness/stiffness/exhaustion/immobility Award 2 marks for responses which demonstrate the author's intent to show either: <ul style="list-style-type: none"> • understanding this shows that he is so uncomfortable/suffering pain (when running/sitting) that his legs don't feel like they are part of him/understanding that his legs feel like they are machinery/feel like his joints can't move or are rusty/feel like an extra burden 	(2)

Question Number	Answer	Mark
16	RAO4 Award 1 mark for references to both words, e.g.: <ul style="list-style-type: none"> • pain is not pleasurable • when something hurts, it isn't good • you don't (usually) enjoy it if part of your body is aching Also accept: oxymoron/they are opposite(s)/contradictions Accept misspellings and grammatical errors as long as the intention is clear.	(1)

Question Number	Answer	Mark
17	RAO1 RAO2 Award 1 mark for references to: <ul style="list-style-type: none"> • the sun/heat/melting in the sand • being low on water • regret/it being a shame to give up after all his efforts (shouldn't or cannot/mustn't) • he will be in great danger/might die Award 2 marks for responses that show that he will be in great danger/might die because of appropriate reason(s) above.	(2)

Question Number	Answer	Mark
18	RAO3 Award 1 mark for: D. alliteration	(1)

Question Number	Answer	Mark
19	<p>Award 1 mark for 2 or 3 correct.</p> <p>Award 2 marks for 4 correct.</p> <p>You're going to be fine <input type="text" value="4"/></p> <p>You can do this <input type="text" value="2"/></p> <p>but I got through it <input type="text" value="5"/></p> <p>I got myself pumped up <input type="text" value="1"/></p> <p>but it won't stop you <input type="text" value="3"/></p>	(2)

Question Number	Answer	Mark
20	<p>RAO2</p> <p>Award 1 mark for:</p> <ul style="list-style-type: none"> replaced 	(1)

Question Number	Answer	Mark
21	<p>RAO3</p> <p>Award 1 mark for:</p> <p>B. an oxymoron</p>	(1)

Question Number	Answer	Mark
22	RAO4 Award 1 mark for: A. disappeared	(1)

Question Number	Answer	Mark
23	RAO2 Award up to 2 marks for references to e.g.: <ul style="list-style-type: none"> • having companions/no longer alone • the man was bossy/firm/encouraging/motivational to him • he was following their example Accept misspellings and grammatical errors as long as the intention is clear.	(2)

Question Number	Answer	Mark
24	RAO2 Award 1 mark for: C. force onwards	(1)

Question Number	Answer	Mark
25	<p>RAO5</p> <p>Award 1 mark for appropriate text-based questions, e.g. :</p> <ul style="list-style-type: none"> • Did you manage to finish the race? • did the man get back later • I would ask him if he got a medal. <p>Accept misspellings, punctuation and grammatical errors as long as the structure is a direct or indirect question.</p> <p>DNA questions that are not based on/linked to the text.</p>	(1)

Question Number	Answer	Mark
26	<p>GAO1</p> <p>Award 1 mark for 1 or 2 correct</p> <p>Award 2 marks all three correct</p> <ul style="list-style-type: none"> • on • against • through 	(2)

Question Number	Answer	Mark
27	<p>GAO1</p> <p>Award 1 mark for:</p> <p><u>When the runner saw the tyre tracks,</u> he knew that civilisation wasn't far away.</p>	(1)

Question Number	Answer	Mark
<p>28</p>	<p>GAO1</p> <p>Award 1 mark for all actions matched correctly.</p> <p>The runner was sprinting.</p> <p>The runner sprinted.</p> <p>The runner is sprinting.</p> <p>The runner sprints.</p> <p>in progress in the present</p> <p>in progress in the past</p> <p>in the present</p> <p>in the past</p>	<p>(1)</p>

Question Number	Answer	Mark
29	GAO1 Award 1 mark for: <ul style="list-style-type: none"> • The sun Also accept <ul style="list-style-type: none"> • sun 	(1)

Question Number	Answer	Mark
30	GAO1 Award 2 marks for 4 correct. Award 1 mark for 2 or 3 correct. <p style="text-align: center;">My legs feel like two bits of rusted machinery. They're dragging along.</p> <p style="text-align: center;">I am looking over there at the sand, with scratches of dry grass.</p> <p style="text-align: center;">The thoughts in my head, they're making sure that I stay alive.</p> <p style="text-align: center;">The couple stands over me. Their voices surprised me.</p>	(2)

Question Number	Answer	Mark
31	<p>GAO1</p> <p>Award 1 mark for the correct insertion of the question mark and full stop:</p> <p>Can you help me to carry on? Finn asked the couple. (1)</p> <p>Award 1 mark for the correct insertion of inverted commas to demarcate speech:</p> <p>'Can you help me to carry on' Finn asked the couple (1)</p> <p>Award 2 marks for both sets of punctuation correctly inserted:</p> <p>'Can you help me to carry on?' Finn asked the couple. (2)</p> <p>Accept double or single inverted commas provided they are used consistently.</p>	(2)

Question Number	Answer	Mark								
32	<p>GAO1</p> <p>Award 1 mark for each correct answer.</p> <table border="1" data-bbox="387 1603 1224 1753"> <thead> <tr> <th data-bbox="387 1603 831 1641">Contraction</th> <th data-bbox="831 1603 1224 1641">Full form</th> </tr> </thead> <tbody> <tr> <td data-bbox="387 1641 831 1680">isn't</td> <td data-bbox="831 1641 1224 1680">is not</td> </tr> <tr> <td data-bbox="387 1680 831 1718">they've</td> <td data-bbox="831 1680 1224 1718">they have</td> </tr> <tr> <td data-bbox="387 1718 831 1753">we're</td> <td data-bbox="831 1718 1224 1753">we are</td> </tr> </tbody> </table>	Contraction	Full form	isn't	is not	they've	they have	we're	we are	(2)
Contraction	Full form									
isn't	is not									
they've	they have									
we're	we are									

Question Number	Answer	Mark
33	GAO1 Award 1 mark for each noun correctly identified: <ul style="list-style-type: none"> • intensity • heat • sand 	(3)

Question Number	Answer	Mark
34	GAO1 Award 1 mark for: <ul style="list-style-type: none"> • un 	(1)

Question number	Indicative content
35	<p>WA01 (5 marks), WA02 (4 marks), WA03 (6 marks)</p> <p>Purpose: to describe and inform about the person(s) admired for facing a challenge in their life. This may involve a range of approaches, including: description, information, persuasion.</p> <p>Audience: the writing is for a newspaper competition. The focus is on describing the person(s)' actions and giving information to support. This may involve a range of approaches.</p> <p>Form: the response should be a description/recount. Information and descriptions should be included.</p> <p>Responses may include:</p> <ul style="list-style-type: none"> • details of the person(s) with an explanation of why they have been nominated • information about how the person(s) faced/achieved their challenge • description of their efforts, the setting or event and thoughts/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.

