



Mark Scheme (Results)

October 2021

Pearson Edexcel International Award in Primary
(JEH11) Year 6

Paper 01

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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	RAO4 Award 1 mark for: D. alliteration	(1)

Question Number	Answer	Mark
2	RAO2 Award 1 mark for: <ul style="list-style-type: none">• charming Accept any other positive indication.	(1)

Question Number	Answer	Mark
3	RAO2 Award 1 mark for: <ul style="list-style-type: none">• unique Also accept minor copying errors. Accept any other positive indication.	(1)

Question Number	Answer	Mark
4	<p>RAO5</p> <p>Award 2 marks for responses which show understanding that the writer is introducing the content of the paragraph by trying to engage and interest the reader by use of direct address/asking a question, e.g.</p> <ul style="list-style-type: none"> • he is trying to encourage the reader to carry on (1) and it sounds like he is talking to us personally (1) • the writer asks a question to get us to think about what we are going to read (1) and try to get us more interested in foxes. (1) <p>Award 1 mark for responses that recognise that the question is addressing the reader directly, getting the reader to think about the subject, e.g.</p> <ul style="list-style-type: none"> • He wants us to get excited about foxes • He is asking a question to get us to think about the writing. <p>DNA general responses, e.g. that the question/statement is introducing the content of the paragraph or a simple reference to a rhetorical question.</p>	(2)

Question Number	Answer	Mark
5	<p>RAO4</p> <p>Award 1 mark for:</p> <p>C. surprising</p>	(1)

Question Number	Answer	Mark
6	<p>RAO4</p> <p>Award 1 mark for:</p> <p>B. adaptive</p>	(1)

Question Number	Answer	Mark
7	<p>RAO1</p> <p>Award 1 mark for responses that show foxes live 10 years as an estimate, e.g.:</p> <ul style="list-style-type: none"> • about 10 years • around a decade • approximately ten years. <p>Also accept direct quotation 'Foxes (generally) live for about 10 years'.</p> <p>DNA ten/10 years without further modification.</p>	(1)

Question Number	Answer	Mark
8	<p>RAO3</p> <p>Award 1 mark for reference to, e.g.:</p> <ul style="list-style-type: none"> • subheadings • (short) paragraphs • explanation of vocabulary (omnivores) • varied sentence length. <p>DNA 'subtitles'.</p>	(1)

Question Number	Answer	Mark
9	<p>RAO2</p> <p>Award up to 2 marks for references to, e.g.:</p> <ul style="list-style-type: none"> • being adaptive/flexible (when making homes) • heightened senses/able to detect others (from very far away) • they can deter others (by pungent odour) • they are stealthy hunters • they are prepared to eat most things (even insects/dead animals). <p>DNA references to intelligence/having thick fur or being 'adept' (without further explanation).</p>	(2)

Question Number	Answer	Mark
10	<p>RAO5</p> <p>Award 1 mark for:</p> <p>A. a balanced way</p>	(1)

TEXT 2

Question Number	Answer	Mark
11	RAO2 Award 1 mark for: B. has dark fur	(1)

Question Number	Answer	Mark
12	RAO2 Award up to 2 marks for reference to: <ul style="list-style-type: none">• the boy looked for ages/a long time/many days• spotting the fox was a rare/infrequent occurrence <ul style="list-style-type: none">• We know that a lot of time passed and the boy spent ages looking for the fox (1)• Tom doesn't see the fox that often – many weeks passed by (2)	(2)

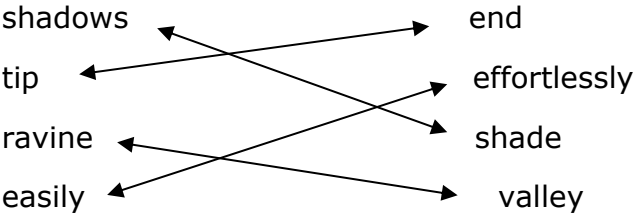
Question Number	Answer	Mark
13	RAO4 Award 1 mark for: <ul style="list-style-type: none">• gods Accept any other positive indication.	(1)

Question Number	Answer	Mark
14	<p>RAO2</p> <p>Award 1 mark for reference to, e.g.:</p> <ul style="list-style-type: none"> • things growing there/ grass/foilage covering everywhere • (mostly) dark/shadowy • it gives a sense of mystery/eeriness. <p>Accept misspellings of words as long as the intention is clear.</p>	(1)

Question Number	Answer	Mark
15	<p>RAO1</p> <p>Award 1 mark for:</p> <ul style="list-style-type: none"> • (early/late) afternoon <p>DNA 'midday/noon'.</p>	(1)

Question Number	Answer	Mark
16	<p>RAO2</p> <p>Award 1 mark for:</p> <p>D. agilely</p>	(1)

Question Number	Answer	Mark
17	<p>RAO3</p> <p>Award 1 mark for:</p> <p>A. a simile</p>	(1)

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

Question Number	Answer	Mark
19	<p>RAO2</p> <p>RAO5</p> <p>Award 1 mark for references to:</p> <ul style="list-style-type: none"> • quietness/lack of movement of the writer or in the surroundings. <p>Award 2 marks for responses which show understanding that it is so quiet/the writer is being so/very/extremely still/ that such a tiny sound as a ticking watch can be heard.</p> <p>DNA direct text lifts without further explanation.</p>	(2)

Question Number	Answer	Mark
20	<p>RAO4</p> <p>Award 1 mark for responses that show understanding that the writer knew that if he wanted to see the fox again, he had to stay still.</p> <ul style="list-style-type: none"> • Even though he wanted to get up he knew he had to stay still • He knew he must not move (even though he wished/wanted to) <p>DNA do not accept 'I had the feeling that the fox was going to come back through the ravine and I did not want to miss her.'</p>	(1)

Question Number	Answer	Mark
21	<p>RAO1</p> <p>Award 1 mark for:</p> <p>I watched some birds circling over the rocks, catching insects as they <u>skimmed</u> the air.</p> <p>Accept any other positive indication.</p>	(1)

Question Number	Answer	Mark
22	<p>RAO2</p> <p>Award 1 mark for:</p> <p>B. alert</p>	(1)

Question Number	Answer	Mark
23	<p>RAO3</p> <p>Award 1 mark for 2 or 3 correct. Award 2 marks for 4 correct.</p> <p>She froze for a moment <input type="text" value="4"/></p> <p>She had something in her mouth <input type="text" value="2"/></p> <p>Then she turned away <input type="text" value="5"/></p> <p>She came down the rocks <input type="text" value="1"/></p> <p>She passed across the ravine <input type="text" value="3"/></p>	(2)

Question Number	Answer	Mark
24	<p>RAO2</p> <p>Award 1 mark for: C. adventure</p>	(1)

Question Number	Answer	Mark
25	<p>RAO5</p> <p>Award 1 mark for any appropriate text-based response, e.g.</p> <ul style="list-style-type: none"> • to see if he follows the fox • to find out if the fox has any cubs • to see if he sees the fox again. 	(1)

Section B

Question Number	Answer	Mark
26	<p>GAO1</p> <p>Award 1 mark for:</p> <p>This was my <u>favourite</u> place in the forest.</p> <p>Accept any positive indication.</p>	(1)

Question Number	Answer	Mark
27a	<p>GAO1</p> <p>Award 1 mark for:</p> <p>At the top of the ravine <u>was</u> a flat edge that <u>stuck</u> out over the rocks.</p>	(2)
27b	<p>Award 1 mark for:</p> <p>At the top of the ravine <u>is</u> a flat edge that <u>sticks</u> out over the rocks.</p> <p>DNA misspellings of the verbs.</p>	

Question Number	Answer	Mark								
28	<p>GAO1</p> <p>Award 1 mark for each correct expansion.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Contraction</th> <th>Full form</th> </tr> </thead> <tbody> <tr> <td>wasn't</td> <td>was not</td> </tr> <tr> <td>you've</td> <td>you have</td> </tr> <tr> <td>she'd</td> <td>she had/she would</td> </tr> </tbody> </table>	Contraction	Full form	wasn't	was not	you've	you have	she'd	she had/she would	(2)
Contraction	Full form									
wasn't	was not									
you've	you have									
she'd	she had/she would									

Question Number	Answer	Mark
29	<p>GAO1</p> <p>Award 1 mark for all 3 actions matched correctly.</p> <p>My head <u>was resting</u> on my arms. </p> <p>My head <u>rested</u> on my arms.</p> <p>My head <u>is resting</u> on my arms</p> <p>My head <u>rests</u> on my arms</p> <p>present progressive</p> <p>past progressive</p> <p>simple present</p> <p>simple past</p>	(1)

Question Number	Answer	Mark
30	<p>GAO1</p> <p>Award 1 mark for each correctly matched.</p> <p>Underlined word Word class</p> <p>She came over the rocks as easily as a cat. </p> <p>She came over the rocks as easily as a cat.</p> <p>She came over the rocks as easily as a cat.</p> <p>She came over the rocks as easily as a cat.</p> <p>determiner</p> <p>preposition</p> <p>adverb</p> <p>pronoun</p>	(3)

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>Do you think I will ever see the fox again? Tom asked. (1)</p> <p>Award 1 mark for the correct insertion of inverted commas to demarcate speech.</p> <p>'Do you think I will ever see the fox again' Tom asked (1)</p> <p>Award 2 marks for both sets of punctuation inserted correctly.</p> <p>'Do you think I will ever see the fox again?' Tom asked. (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 both correct.</p> <p><u>the</u> boy, <u>tom</u>, saw a fox one summer afternoon in the ravine.</p> <p>Accept any other positive indication.</p>	(1)

Question Number	Answer	Mark
33	<p>GAO1</p> <p>Award 1 mark for:</p> <p>(The) birds caught (the) insects.</p> <p>Accept minor copying/punctuation errors.</p>	(1)

Question Number	Answer	Mark
34	<p>GAO1</p> <p>Award 1 mark for any appropriate response, e.g.:</p> <ul style="list-style-type: none"> • because • when/whenever • after • as • since • if <p>DNA misspellings.</p>	(1)

Question Number	Answer	Mark
35	<p>GAO1</p> <p>Award 1 mark for:</p> <ul style="list-style-type: none"> • in <p>Accept any positive indication.</p>	(1)

Section C

Question number	Indicative content
36	<p>WAO1 (5 marks), WAO2 (4 marks), WAO3 (6 marks)</p> <p>Purpose: to describe an animal from a wildlife park to encourage visitors. This may involve a range of approaches, including: description, information, persuasion.</p> <p>Audience: the writing is for the readers of the wildlife park magazine. The focus is on describing the creature selected and giving information to support. This may involve a range of approaches.</p> <p>Form: the response should be a description. Information and persuasion should be included.</p> <p>Responses may include:</p> <ul style="list-style-type: none"> • details of the creature with an explanation of why it has been selected • information about the animal's appearance and behaviour • description of the animal's setting • thoughts and feelings of the writer.

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	WA03 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.