



Mark Scheme (Results)

Summer 2022

Pearson Edexcel International Award In Primary
(JEH11)

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.

Mark Scheme – 2206

Section A

Text 1

Question Number	Answer	Mark
1.	RAO4 Award 1 mark for: D. alliteration	1

Question Number	Answer	Mark
2.	RAO4 Award 1 mark for: <ul style="list-style-type: none">• fascination Accept any other positive indication (e.g., underlining)	1

Question Number	Answer	Mark
3.	RAO2 Award 1 mark for responses that refer to: <ul style="list-style-type: none">• the large size/area (of the Amazon) Do not accept general references to size without reference to the enormity.	1

Question	Answer	Mark
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Number		
4.	RAO5 Award 1 mark for: C. plentiful	1

Question Number	Answer	Mark
5.	RAO4 Award 1 mark for: <ul style="list-style-type: none"> • exist Accept any other positive indication (e.g., circling)	1

Question Number	Answer	Mark
6.	RAO1 Award 1 mark for any of the following, e.g.: <ul style="list-style-type: none"> • it is large/covers 9 separate countries • it contains the world's largest rainforest • it has the biggest river system • a huge proportion/ten percent of the world's plants and animals live there • it contains modern cities/ancient settlements • it has (an amazing wealth of) geography/wildlife/culture Also accept any appropriate responses from elsewhere in the text.	1

Question Number	Answer	Mark
7.	RAO1 Award 1 mark for: <ul style="list-style-type: none"> centuries, hundreds/thousands of years Do not accept 'for ages'.	1

Question Number	Answer	Mark
8.	RAO5 Award 1 mark for: B. large	1

Question Number	Answer	Mark																				
9.	RAO2 <table border="1" data-bbox="384 1453 1225 1648"> <thead> <tr> <th>Creature</th> <th>Bite</th> <th>Crush</th> <th>Poison</th> </tr> </thead> <tbody> <tr> <td>Brazilian wandering spider</td> <td></td> <td></td> <td>✓</td> </tr> <tr> <td>black caiman</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>green anaconda</td> <td></td> <td>✓</td> <td></td> </tr> <tr> <td>piranhas</td> <td>✓</td> <td></td> <td></td> </tr> </tbody> </table> Award 1 mark for all 3 correct (Note: row 4 is provided in the question).	Creature	Bite	Crush	Poison	Brazilian wandering spider			✓	black caiman	✓			green anaconda		✓		piranhas	✓			1
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Brazilian wandering spider			✓																			
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Question Number	Answer	Mark
10.	<p>RAO3</p> <p>Award 1 mark for reference to, e.g.:</p> <ul style="list-style-type: none"> • subheadings • short/simple sentences • (short) paragraphs • bullet points <p>Do not accept 'subtitles'.</p>	1

Question Number	Answer	Mark
11.	<p>RAO5</p> <p>Award 1 mark for reference to the overall aim of the writer to save the environment/avoid ruining it (Amazon, river, climate)</p> <p>Award 1 mark for reference to e.g.:</p> <ul style="list-style-type: none"> • to make the reader listen/take notice • to appeal personally to each reader • to emphasise the importance of doing this • to say that we can all help/do something individually • to emphasise that doing nothing/carrying on as we are, will have terrible consequences <p>Do not accept any general reference to the exclamation mark.</p>	2

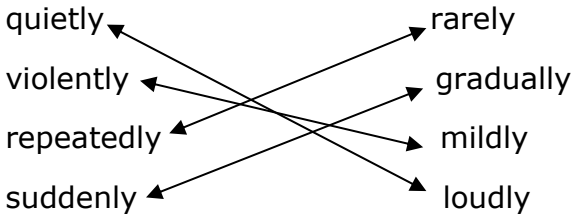
Text 2

Question Number	Answer	Mark
12.	RAO2 Award 1 mark for: A. quivered	1

Question Number	Answer	Mark
13.	RAO1 Award 1 mark for responses that refer to: <ul style="list-style-type: none">• the setting sun• (the swerve/curve) of the (Amazon) River• the reflection of the plane (on the river below)• a city (Manaus) on the water/river Do not accept 'a spot of black on the vast sweep of blue' without reference to the plane's reflection.	1

Question Number	Answer	Mark
14.	<p>RAO5</p> <p>Award 1 mark for responses that refer to the writer showing that the river is massive or that the plane is very small, e.g.:</p> <ul style="list-style-type: none"> • to show size of the plane is so small • they say the size of the river is huge <p>Award 2 marks for responses that refer to the writer's intention to show the contrast between the small size of the plane and the huge size of the river e.g.:</p> <ul style="list-style-type: none"> • they say the size of the river is so big that the plane hardly shows as a reflection • to show the plane is only a spot compared with the vast sweep of blue that is the river • to show his plane was so small compared to the river <p>Do not accept references to the plane being reflected on the water.</p>	2

Question Number	Answer	Mark
15.	<p>RAO2</p> <p>Award 1 mark for:</p> <p>A. discomfort</p>	1

Question Number	Answer	Mark
16.	<p>RAO4</p> <p>Award 1 mark for all 3 antonyms matched correctly.</p>  <p>(Note: quietly and loudly are matched in the question example).</p>	1

Question Number	Answer	Mark
17.	<p>RAO1</p> <p>Award 1 mark for:</p> <ul style="list-style-type: none"> • (when) it was almost/nearly /not quite dark <p>Do not accept 'When it was dark'.</p>	1

Question Number	Answer	Mark										
18.	RAO3 Award 1 mark for 2 or 3 correct. Award 2 marks for 4 correct. <table border="1" style="margin-left: auto; margin-right: auto;"> <tbody> <tr> <td><i>'He gave a cough...'</i></td> <td>5</td> </tr> <tr> <td><i>'Someone screamed...'</i></td> <td>3</td> </tr> <tr> <td><i>'...the plane lurched...'</i></td> <td>4</td> </tr> <tr> <td><i>'The pilot began to belch...'</i></td> <td>1</td> </tr> <tr> <td><i>'...the plane dipped suddenly ...'</i></td> <td>2</td> </tr> </tbody> </table>	<i>'He gave a cough...'</i>	5	<i>'Someone screamed...'</i>	3	<i>'...the plane lurched...'</i>	4	<i>'The pilot began to belch...'</i>	1	<i>'...the plane dipped suddenly ...'</i>	2	2
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<i>'...the plane lurched...'</i>	4											
<i>'The pilot began to belch...'</i>	1											
<i>'...the plane dipped suddenly ...'</i>	2											

Question Number	Answer	Mark
19.	RAO2 Award 1 mark for: <ul style="list-style-type: none"> • seconds before Accept any other positive indication (e.g., circling)	1

Question Number	Answer	Mark
20.	RAO2 Award 1 mark for: D. the burning affected him	1

Question Number	Answer	Mark
21.	RAO2 Award 1 mark for: C. spreading	1

Question Number	Answer	Mark
22.	RAO4 Award 1 mark for <ul style="list-style-type: none"> • shower Accept any other positive indication (e.g., circling)	1

Question Number	Answer	Mark
23.	RAO2 Award up to 2 marks for references to e.g.: <ul style="list-style-type: none"> • he couldn't see signs of any people/fellow survivors/no one • difficulties breathing/choking • he had loud noises in his ears/head (and shook it to try and get rid of them) • he was injured (arm hair singed/eyebrows charred) • he was in (great) pain (in his back and neck) • he was desperate/dizzy because of his traumatic situation/plane crash Do not accept generic references to experiencing forest fire/feeling scared, without reference to the physical/emotional impact on him because of these reasons.	2

Question Number	Answer	Mark
24.	RAO3 Award 1 mark for: A. a simile	1

Question Number	Answer	Mark
25.	RAO3 Award 1 mark for: B. adventure	1

Question Number	Answer	Mark
26.	RAO5 Award 1 mark for any appropriate text-based response, e.g. <ul style="list-style-type: none"> • to see who the girl was • to find out what happened to the people on the plane • to see how they get rescued • to see what happened to Fred Do not accept generic responses 'to find out what happens next.'	1

Section B

Question Number	Answer	Mark
27.	GAO1 Award 1 mark for: '...Manaus, the city <u>on</u> the water.' Accept any positive indication (e.g., circling)	1

Question Number	Answer	Mark
28a	GAO1 Award 1 mark for: The rain <u>came</u> suddenly and hard, then <u>began</u> to quench the fire.	2
28b	Award 1 mark for: The rain comes suddenly and hard, then begins to quench the fire. Do not accept misspellings of the verbs.	

Question Number	Answer	Mark																		
29.	<p>GAO1</p> <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 plane's reflection...</td> <td></td> <td>✓</td> </tr> <tr> <td>The pilot's hand shook.</td> <td></td> <td>✓</td> </tr> <tr> <td>He couldn't shout.</td> <td>✓</td> <td></td> </tr> <tr> <td>Fred's breathing was heavy.</td> <td></td> <td>✓</td> </tr> <tr> <td>His bones weren't broken.</td> <td>✓</td> <td></td> </tr> </tbody> </table> <p>Accept any other positive indication.</p>	Sentence	Contraction	Possession	The plane's reflection...		✓	The pilot's hand shook.		✓	He couldn't shout.	✓		Fred's breathing was heavy.		✓	His bones weren't broken.	✓		2
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The pilot's hand shook.		✓																		
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Fred's breathing was heavy.		✓																		
His bones weren't broken.	✓																			

Question Number	Answer	Mark
30.	<p>GAO1</p> <p>Sentence 1</p> <p>The Congo rainforest is large but the Amazon is the largest in the world.</p> <p>Award 1 mark for both correct answers.</p> <p>Sentence 2</p> <p>The plane climbed high into the sky and was soon flying even higher still until the pilot fell ill. Then, just at its highest point, the rapid fall from the sky began.</p> <p>Award 1 mark for 2 correct answers.</p> <p>Award 2 marks for 3 correct answers.</p>	3

Question Number	Answer	Mark
<p>31.</p>	<p>GAO1</p> <p>Award 1 mark for 4 correctly matched.</p> <p>Noun Pronoun</p> <p>The fire was hot. They</p> <p>The pilot felt ill. It</p> <p>The pilot and I sat together. He</p> <p>The girl shouted. We</p> <p>Fred and the girl made friends. She</p> <p>(Note: hot and it are matched in the question example).</p>	<p>1</p>

Question Number	Answer	Mark
32.	<p>GAO1</p> <p>Award 1 mark for the correct insertion of the question mark and full stop.</p> <p>Who on earth are you? Fred cried. (1)</p> <p>Award 1 mark for the correct insertion of inverted commas to demarcate speech.</p> <p>'Who on earth are you' Fred cried. (1)</p> <p>Award 2 marks for both sets of punctuation inserted correctly.</p> <p>'Who on earth are you?' Fred cried. (2)</p> <p>Accept double or single inverted commas provided they are used consistently.</p>	2

Question Number	Answer	Mark
33.	<p>GAO1</p> <p>Award 1 mark for both correct.</p> <p><u>The</u> boy, <u>Fred</u>, heard a voice in the darkness.</p> <p>Accept any other positive indication.</p>	1

Question Number	Answer	Mark
34.	<p>GAO1</p> <p>Award 1 mark for:</p> <p>The trees were destroyed by (the) fire.</p> <p>Accept minor copying/punctuation errors.</p>	1

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Question Number	Answer	Mark
35.	GAO1 Award 1 mark for any appropriate response, e.g.: <ul style="list-style-type: none"> • because • when • after • as • since • whenever • if Do not accept misspellings.	1

Question Number	Answer	Mark
36.	GAO1 Award 1 mark for: <ul style="list-style-type: none"> • <u>able</u> Accept any positive indication (e.g., circling)	1

Section C

Question number	Indicative content
37	<p>WAO1 (5 marks), WAO2 (4 marks), WAO3 (6 marks)</p> <p>Purpose: to describe/entertain/interest other readers. This may involve a range of approaches, including descriptive, recount, autobiographical or narrative writing.</p> <p>Audience: the writing is for visitors to the school hall. The focus is on recounting the events of a diary entry. This may involve a range of approaches.</p> <p>Form: the response should be a diary entry. Recount and description should be included.</p> <p>Responses may include:</p> <ul style="list-style-type: none"> • details of the events • 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.