

Examiners' Report/  
Principal Examiner Feedback

Summer 2014

Pearson Edexcel International Primary  
Curriculum in English Year 6  
(JEH01)  
Paper 01

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## **Grade Boundaries**

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## Section A

### Question 1

Many students failed to achieve the mark here as they gave a list of animals (reindeer, whales and polar bears) instead of the required identification of 'polar bears' only. Part b was well answered.

### Question 2

Pupils working at P2 frequently selected option B (incorrectly)

### Question 3

The students were able to identify the correct place in the text but then quoted the whole sentence, not the phrase as required, and therefore did not achieve the mark.

### Question 4

4a was consistently answered correctly

4b was answered correctly mainly by students working at P3 as they were able to identify a positive statement in the text.

### Question 5

The majority of students achieved 1 of the 2 marks available here (usually for option A). The most frequently seen incorrect response was option B.

### Question 6

It was very clear which students had been taught the correct answer to this question. As it is unusual vocabulary this is key for identification by teachers during pre-release of the text.

### Question 7

Again, as an unusual word it was obvious where this had been selected for teaching purposes during the pre-release period of the text. In some instances the students also used this word in context in their writing task.

### Question 8

Frequently correctly answered.

### Question 9

Students working at P3 were able to identify the correct option –'indeed'.

#### Question 10

This was challenging and there were few instances where the full marks were awarded. Where this did occur the students were clearly working at the very top of P3.

#### Question 11

Very few students found the correct section of text for credit.

#### Question 12

There was evidence that some schools identified this unusual vocabulary and prepared the students to respond to questions based on its use in the text. The most commonly seen incorrect response was 'fascination'.

#### Question 13

Students working at C2 tended to focus on option D, failing to recognise that the Arctic was the backdrop and the purpose to explain the writer's fascination.

#### Question 14

Students tended to select option C as they were unable to identify that the caveat signalled uncertainty.

#### Question 15

Much improvement in student's ability to answer this 'use of language' question. The majority of students working at C3 achieved at least 1 of the available marks for picking up on specific vocabulary choices. There was also some evidence of students beginning to explain the purpose of these choices.

#### Question 16

Frequently correctly answered. Some responses included 'and her little fat legs' but still retained the mark.

#### Question 17

The question specifically asks for 'a word' from the text. Students often included the required word 'morning' in a longer section of the text and therefore lost the mark.

#### Question 18

The majority of students achieved 1 mark here and a significant number were able to order the points completely correctly for 2 marks.

#### Question 19

Students working at C3 were mainly able to correctly select 'least likely'. Students working below that tended to select the section of text following the colon.

#### Question 20

The students who did not correctly select option B tended to misconstrue the purpose as option A 'to show surprise'.

#### Question 21

Very few students were able to explain this use of brackets. They were repeat the content of the sentence without explaining it.

#### Question 22

Students working at C3 were able to work out the link between 'stony' and 'rocky'. There was evidence that this unusual vocabulary had been explained in specific centres where the majority of students answered this correctly.

#### Question 23

At C3 students were able to select accurately. At C2 the responses tended to centre on an action e.g. 'Rose dangled' 'the bear turned'.

#### Question 24

The majority of students achieved 1 mark for 'turned to look' but incorrectly identified 'dripped water' for option 2.

#### Question 25

Two responses required here for 2 marks. Students tended to incorrectly identify 'no-one would believe him' and then reword the same idea for option 2 (they thought he made it up). Students working securely at C3 were able to identify 'fear' and link it to the 'bigness and fierceness' of the bear.

#### Question 26

Well answered by students working at C3.

#### Question 27

The majority of responses linked one of the two responses into the text.

#### Question 28

A number of students incorrectly identified option B (biography) as the text is written in the first person.

#### Question 29

Very few students achieved any marks for this question on writer's purpose. Many responses focussed on things like metaphors and similes. The tension built up by repetition and reactions was rarely recognised.

#### Section B

#### Question 30

Almost all students achieved 1 of the 4 marks available.

#### Question 31

The incorrect placement of the speech marks often precluded the award of the mark. Students tended to lace them over the first letter of the word commencing the speech.

#### Question 32

Students working at C3 had a higher success rate with this question.

#### Question 33

The formation of the sentence, including the subordinate clause, was nearly always correct. The final full stop was often missed off, precluding the award of the mark.

#### Question 34

Whilst there was some evidence of success the students frequently failed to change 'add' to 'adds'.

#### Question 35

A very well answered question.

### Section C (Question 36) Writing

The writing prompt was generally very successful. Some students wrote within the genre of Text B but added their own detail and made sufficient changes for credit.

Students choose a wide range of lost objects, some quite 'everyday' like pens and others more opulent like diamonds and items of jewellery. Some poignantly wrote of lost animals and of relatives who had died.

The more successful pieces of writing were clearly based on a personal experience. They were more logically constructed with clear viewpoint expressed.

Vocabulary and spelling were a strength of this writing task.



