

Mark Scheme (Results)

Summer 2015

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

Section A

Question Number	Answer	Mark
1	Award 1 mark for: (For) centuries Do not accept any other additional words	1

Question Number	Answer	Mark
2	Award 1 mark for: B - it was carrying an animal	1

Question Number	Answer	Mark
3	Award 1 mark for: D - to show this is what it became known as	1

Question Number	Answer	Mark
4	Award 1 mark for either of the following: <ul style="list-style-type: none"> • envious of the Russians • wanted to outdo (them) Do not accept: The Americans were not to be outdone	1

Question Number	Answer	Mark
5	Award one mark each for any two of the following <ul style="list-style-type: none"> • two successive (successful) (Russian) satellites launched • one American launch (out of two) was unsuccessful • first manned space flight was Russian Do not accept reference to any information from paragraph 1	2

Question Number	Answer	Mark
6	Award 1 mark each for: B – America and the Soviet Union were in competition C- technology improved greatly	2

Question Number	Answer	Mark
7	Award 1 mark for a response which recognises the use of brackets to separate information in a sentence.	1

Question Number	Answer	Mark
8	Award 1 mark for either of the following: <ul style="list-style-type: none"> • (he had a) sharp memory • (with) good reflexes • (he was) quick thinking 	1

Question Number	Answer	Mark
9	Award 1 mark for: hesitant	1

Question Number	Answer	Mark
10	Award 1 mark for: to show the move from failure to success	1

Question Number	Answer	Mark
11	Award 1 mark for: (a) new lease of life Do not accept any additional words	1

Question Number	Answer	Mark
12	Correct sequencing: <p style="text-align: center;">1 unmanned satellite stayed in space for three months 5 exploration of Mars attempted 4 Neil Armstrong walked on the moon 3 orbit of Earth completed in under two hours 2 first animal in space orbited the Earth for seven days</p> Award 2 marks for 4 or 5 correctly ordered 1 mark for 2 or 3 correctly ordered 0 marks for 0 or 1 correctly ordered	2

Question Number	Answer	Mark
13	Award 1 mark for: B – to sequence the text through time	1

Question Number	Answer	Mark
14	Award 1 mark for: C- inform the reader about space exploration	1

Question Number	Answer	Mark
15	<p>Reward answers which focus on any of the following features, with credit given for evidence and development of points:</p> <ul style="list-style-type: none"> • the time spent preparing (<i>centuries</i>) • the repeated efforts (<i>time after time/ finally achieved</i>) <ul style="list-style-type: none"> • use of time (<i>3 months/ 7 days/ 1 hour and 48 minutes</i>) • the rivalry and time race between Russia and America (<i>envious/ tried to outpace/ not to be outdone/ one month later</i>) • vocabulary choices e.g. <i>easier and safer</i> implying harder and more dangerous <i>cramped cockpit</i> implying adversity <i>successful</i> or <i>finally achieved</i> implying overcoming challenges alliteration (<i>cramped cockpit/ manned missions</i>) • competitive language (<i>great achievement / catapulted</i>) • attempts at humour e.g. <i>unsurprisingly called Sputnik 2</i> • personification of Mars e.g. <i>unfriendly to Earth's attempts to visit it</i> <p>Award: 1 mark for feature spotting without development 2 marks for answers that attempt some development 3 marks for answers that are fully developed</p>	3

Question Number	Answer	Mark
16	<p>Award 1 mark for: It was pitch black / very dark/ so dark he couldn't see where he was going</p> <p>Do not accept: dark</p>	1

Question Number	Answer	Mark
17	<p>Award 1 mark for: forcefully</p> <p>Do not accept any other additional words</p>	1

Question Number	Answer	Mark
18	5. watched the rope drop 2. questioned his actions 1. found the entrance 4. secured the rope 3. brought the portal to life Award 2 marks for 4 or 5 correctly ordered Award 1 mark for 2 or 3 correctly ordered Award 0 marks for 0 or 1 correctly ordered	2

Question Number	Answer	Mark
19	Award 1 mark for: A = to create tension	1

Question Number	Answer	Mark
20	Award 1 mark for : <i>'That <u>image</u> was quite disconcerting, so he looked up, and focused on the solid feel of the rope as he lowered himself down.'</i> Do not accept any other additional words	1

Question Number	Answer	Mark
21	Award 1 mark for answers which recognise the writer's intent to emphasise / give tension for the reader	1

Question Number	Answer	Mark
22	Award 1 mark for: flipping him	1

Question Number	Answer	Mark
23	Award 1 mark for: desperately	1

Question Number	Answer	Mark										
24	<table border="1"> <tbody> <tr> <td>he was hit by his bat</td> <td></td> </tr> <tr> <td>he thought he would be hurt</td> <td></td> </tr> <tr> <td>he couldn't breathe properly</td> <td>✓</td> </tr> <tr> <td>he hurt his stomach</td> <td></td> </tr> <tr> <td>he lost control</td> <td>✓</td> </tr> </tbody> </table> <p>Award 1 mark for each correct response</p>	he was hit by his bat		he thought he would be hurt		he couldn't breathe properly	✓	he hurt his stomach		he lost control	✓	2
he was hit by his bat												
he thought he would be hurt												
he couldn't breathe properly	✓											
he hurt his stomach												
he lost control	✓											

Question Number	Answer	Mark
25	<p>Award 1 mark for:</p> <p>tail – naked fore-legs – short ears – small hind-legs - long</p>	1

Question Number	Answer	Mark
26	<p>Award 1 mark for:</p> <p>a) Jeff did not know how to react / he did not know if the creature was a danger to him/ scared b) the creature was not expecting to see Jeff / Jeff was an intruder / Jeff was an unknown/ the creature did not know if Jeff was a danger to him/ scared</p>	2

Question Number	Answer	Mark
27	<p>Award 1 mark for any of the following to a maximum of 2:</p> <ul style="list-style-type: none"> • to see if Jeff is safe • to see if the creature is dangerous • to find out more about this new place • to see if Jeff ever gets home again • to see how Jeff gets home • to see if there are any more strange creatures <p>Reward all valid responses provided they are firmly rooted in the text</p>	2

Question Number	Answer	Mark
28	Award 1 mark for : C – science fiction	1

Question Number	Answer	Mark
29	<p>Reward answers which focus on any of the following features, with credit given for evidence and development of points:</p> <ul style="list-style-type: none"> • the introduction (pitch black / stumbled / exhaled forcefully) • the questioning of his own actions / inclusion of his thoughts and or feelings • the description of the journey – focus on the concentration required and the impact of his arrival • the suddenness of events following his arrival • the description of the strange creatures • the uncertainty of the intentions of the strange creatures • use of short and single sentence paragraphs • the interweaving of short sentences <p>1 mark for answers without development. 2 marks for answers that attempt some development. 3 marks for answers that are fully developed.</p>	3

Section B

Question Number	Answer	Mark
30	<p>Award one mark for each correct matching to a maximum of four</p>	4

Question Number	Answer	Mark
31	<p>Award 1 mark for:</p> <p>The first man to walk on the moon , Neil Armstrong, was also the pilot of the space craft.</p>	1

Question Number	Answer	Mark
32	<p>Award 1 mark for each of the two sections of speech correctly demarcated:</p> <p>“The feeling of weightlessness is quite strange,” he said. “You feel as if you are floating.”</p>	2

Question Number	Answer	Mark
33	Award 1 mark for: (The) (planet) Earth was orbited by the satellite.	1

Question Number	Answer	Mark																
34	<p>Award 1 mark for all three boxes correctly ticked:</p> <table border="1"> <thead> <tr> <th></th> <th>main clause</th> <th>subordinate clause</th> <th>phrase</th> </tr> </thead> <tbody> <tr> <td>when Armstrong stepped onto the moon</td> <td></td> <td>✓</td> <td></td> </tr> <tr> <td>a brave American astronaut</td> <td></td> <td></td> <td>✓</td> </tr> <tr> <td>the crew held their breath</td> <td>✓</td> <td></td> <td></td> </tr> </tbody> </table>		main clause	subordinate clause	phrase	when Armstrong stepped onto the moon		✓		a brave American astronaut			✓	the crew held their breath	✓			1
	main clause	subordinate clause	phrase															
when Armstrong stepped onto the moon		✓																
a brave American astronaut			✓															
the crew held their breath	✓																	

Question Number	Answer	Mark
35	<p>Award 1 mark for all 3 correctly identified:</p> <p>As the damaged spaceship flew back safely into Earth's atmosphere the crew breathed a sigh of relief and applauded.</p>	1

Section C

Question Number	
36	

Form, communication and purpose

Level	Marks	Criteria
3	1-4	<ul style="list-style-type: none"> • Form is a simple narrative; content may be unbalanced. Some detail of the opening/ events which follow. • Some evidence of a viewpoint. • Word choice often general, but with some detail. Level of formality may be inconsistent. • Simple overall text structure: some events organised into a basic sequence, with brief opening and/ or ending. Some division indicated. • Connections built up by reference to events/ characters.
4	5-8	<ul style="list-style-type: none"> • The form of a narrative is maintained. Some balance between description and dialogue. Some content developed to engage reader. • Viewpoint established and generally maintained. • Some stylistic features used to support purpose. • The narrative is organised: paragraphs or sections are logically sequenced although transitions may be awkward. • Within paragraphs or sections content may be developed around a main sentence. Paragraphs or sections organised to expand a particular point. Connections within paragraphs or sections maintained.
5	9-12	<ul style="list-style-type: none"> • Content of narrative is adapted so as to appeal to the reader, with balance between action / dialogue/description • Viewpoint established and controlled. • Some stylistic features add emphasis and interest. • Overall organisation supported by paragraphs or sections. Relationship between paragraphs or sections give structure to the whole text. • Within paragraphs or sections main ideas are developed with relevant expansion. References sometimes varied to avoid repetition.

Spelling, punctuation and grammar

Level	Marks	Criteria
3	1-3	<ul style="list-style-type: none">• Subject and verbs are very simple and often repeated.• Simple connectives used to link clauses.• Some sentence variation created (e.g. simple adverbials).• Noun phrases mostly simple, with some limited expansion.• Full stops, capital letters, exclamation marks and question marks mostly accurate. Commas used in lists.• Spelling is usually accurate including common polysyllabic words
4	4-6	<ul style="list-style-type: none">• Sentences mostly grammatically sound.• Some variety in subordinating connectives.• Adverbials, expanded noun phrases and modals add variety. Tense choice mainly appropriate.• Some variation in subjects of sentences.• Most sentences correctly demarcated. Some commas mark phrases or clauses.• Spelling of most common functional words is accurate (e.g. adverbs, multiple morphemes)
5	7-8	<ul style="list-style-type: none">• Simple and complex sentences with some variety of connectives.• Expansion of phrases and clauses adds detail.• Range of verb forms develops meaning and maintains appropriate tense choice.• Additional words and phrases contribute to shades of meaning.• Range of punctuation used almost always correctly.• Words with complex spelling patterns are usually spelt correctly

