

Examiners' Report/
Principal Examiner Feedback

Summer 2015

Pearson Edexcel International Primary
Curriculum in English Year 6 (LEH01)
Paper 01

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JEH01 Report to Centres

Generally there was strong evidence of teaching and learning as within centres there was consistency of responses and demonstration of understanding of key points in the text.

The pupils and their teachers are all to be congratulated on the hard work which is clearly evidenced in the successful responses provided. A high number of returning schools demonstrate the year on year improvement which is reflected in the marks awarded.

Question 1

Correct answer 'centuries'. Well answered. The question did ask for 'the word' but it was agreed to allow the additional word 'for'. A number of pupils incorrectly answered 'prospects'.

Question 2

Multiple choice. Option B correct. Whilst generally correct there was some variance with pupils identifying option A.

Question 3

Multiple choice. Option D correct. Less accuracy here with a range of options selected.

Question 4

The acceptable answers were 'envious of the Russians' and 'wanted to outdo them'. 'Envious' on its own was acceptable (as was jealous as a word substitute for envy). Some pupils copied out the whole sentence and did not get the mark, others identified words from another part of the text (e.g. the Americans were not to be outdone').

Question 5

Generally well answered as the pupils identified the Russian achievements. This was also correctly answered by pupils who reversed the information and pointed out that the Americans had not achieved successive, successful flights.

Question 6

A high percentage of pupils gained one of the two marks available here (usually for option B) but few identified the improved technology and therefore the award of 2 marks was not frequent.

Question 7

A very small number of pupils were able to identify the correct answer here. Most responded 'to show how tall/ small he was' and did not focus on the purpose of brackets in a text.

Question 8

Generally well answered though some pupils included physical attributes (e.g. he was small) and therefore lost the mark. The question did focus specifically on 'aspects of Yuri Gagarin's mind'.

Question 9

A proportion of pupils incorrectly identified 'nervous' which is not the closest in meaning to 'tentative'. This question was well answered by specific centres indicating that this had been explored during the pre-release period.

Question 10

Whilst many pupils were able to identify that the word 'But' was used as a connective very few picked up on the purpose to show the move from failure to success. This is a 'why' question so required explanation (e.g. to show that/ so you know that etc.).

Question 11

The identification of the phrase 'new lease of life' was generally accurate and well done in this question.

Question 12

Ordering of events within the text was a strength demonstrated by the pupils. A high percentage achieved one mark here and fully correct answers were common.

Question 13

Multiple choice. Option B correct. A number of pupils selected option D (to give the reader more information).

Question 14

Multiple choice. Option C correct. A proportion of pupils incorrectly selected option B. showing that they are unable to discriminate between the main purpose of a text and content which contributes to purpose.

Question 15

A number of pupils achieved 1 or 2 of the available marks for this question by focussing on the rivalry between Russia and America or by picking up on the use of time (3 months, 7 days etc.). When these features were supported by detail from the text, or when detail from the text was supported by an explanation, two marks were awarded.

The attempts at humour and personification of Mars were not recognised. Frequently incorrect answers concentrated on dates rather than the build-up of time spent as the challenge increased.

The question focus is on how language showed the challenges faced.
'He used interesting vocabulary (0 marks) and scientific words for example, experimental and unmanned (0 marks). He repeated some words in the passage like out do to show that the Americans wanted to outdo the Russians (2 marks, rivalry with some development).

'The writer has used numbers for example for centuries, 1940, 1957 and so on. He has used interesting vocabulary for example prospects' (0 marks)

*'1. The use of powerful vocabulary like: desired altitudes and outpace.
2. The sentences he uses. For example: The Americans were envious of the Russians and wanted to outdo them. (1 mark)*

3. *The repetition (time after time) emphasises that the scientists never gave up. (2 marks)*

Question 16

Well answered. The requirement to intensify the darkness (e.g. **so** dark, **pitch** black) was recognised by many pupils. During live marking we noted that some pupils identified nervousness as a reason. Whilst not included in the mark scheme this shows insight into the situation Jeff found himself in.

Question 17

The majority of answers were incorrect as the pupils identified 'exhaled', which is another word for 'breathed out' rather than 'forcefully', which tells the reader how. The inclusion of both words was unacceptable.

Question 18

The narrative text proved a little more challenging for pupils identifying the order of events. A high percentage did achieve 1 mark here but there was less security than in the similar exercise for the non-narrative text.

Question 19

Multiple choice. Option a correct. Well answered. This supports question 29 yet there were few examples where pupils used this example or drew on this support.

Question 20

A high number of responses identified 'disconcerting'. This seemed to show that the pupils were looking for the 'difficult' word in the given sentence rather than reading the question properly.

Question 21

A number of responses indicated that the word 'slowly' was used to show that Jeff went slowly. This did not pick upon the writer's intent to show emphasis or tension, it merely focussed on the word used.

Question 22

There was little demonstration of understanding of the words 'up-ending him' with a high proportion of pupils incorrectly identifying 'stopping' or 'jolting'. To support learning the more unusual phrases in a pre-released text can be discussed.

Question 23

A vocabulary question which required identification of the word 'desperately'.

Question 24

A very high proportion of pupils selected 'he hurt his stomach'. The text says 'and clutched his stomach instinctively as he desperately tried to get air into his lungs'. This does not identify how Jeff was affected by his landing but shows feature spotting from the correct place in the text without demonstrating understanding.

Question 25

Consistently well answered as the pupils recognised the features of the strange creature.

Question 26.

The question focusses on a specific point in the text where Jeff has already seen the strange creature and grabbed his bat for defence. Therefore his reaction cannot be attributed to never having seen the animal before. However, at this point the strange creature has now seen Jeff so it is acceptable to identify that they are both scared.

Question 27

For credit responses must be linked to a character or event in the narrative text. Generic responses are not creditworthy (e.g. to see what happens next – 0 marks / to see what happens to Jeff – 1 mark).

Question 28

Multiple choice. Correct response 'science fiction'. A very high percentage of pupils incorrectly selected 'mystery'.

Question 29

The majority of creditworthy responses focussed on Jeff questioning his own actions and the description of the strange creatures. Some also identified onomatopoeia and gave examples to support and there was evidence of recognition that ellipses are used to create tension...

'The writer uses interesting vocabulary for example: He tilted his head disconcerting and so on. The writer uses adverbs for example shakily, slowly, desperately and the writer used matapho or example a resounding bonk.' (1 mark)

'The writer uses short and brief paragraphs to build tension for the reader. The writer uses ellipses in line 19 which is 'rope...' to create suspense. The writer used rhetorical questions for example 'Should I really do this?' 'What am I getting myself into?' to read the narrators thoughts. The writer has used personification example whip and scratch'. (3 marks)

'1. The use of rhetorical questions. For example; 'should I really do this? What am I getting myself into? This is used to read the narrators mind.

2. The use of powerful vocabulary. Like bone jarring and teeth rattling to create tension.

3. The use of idiomatic expressions. For example clutched his stomach instinctively as he desperately tried to get air into his lungs. It shows how the narrator was struggling to breath. (2 marks).

Question 30

The presentation of the word walk as a noun caused some confusion but the majority of pupils achieved at least 1 mark here with many gaining full marks for their knowledge of word classes.

Question 31

Insertion of commas. There were many difficulties presented in answering this question, some pupils did not know what commas are and some did not understand where they fitted into the given sentence.

Question 32

Insertion of inverted commas. Generally well answered

Question 33

A high percentage of pupils were able to transform the given active sentence to passive. The most common error was the omission of the letter 'd' at the end of orbited.

Question 34

This question was aimed at the pupils performing at P3. It was successful in differentiating that ability group.

Question 35

Most commonly pupils incorrectly transformed 'flies' to 'flied'.

Question 36

This is the first year in which a narrative prompt has been set. It was well structured and closely linked to text 2. While a very small number of pupils rewrote text B the vast majority were able to present their own scenarios. There were several common themes with pupils discovering a surprise party behind the closed door.

Pupils found it difficult to know where and how to end the extract, many opting for 'it was all a dream/ I was in my own bed/ then I woke up'. Spelling is a strength and noticeably the increased use of expanded noun phrases adds interest and variety.

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