



# Mark Scheme (Results)

## Summer 2023

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 candidate 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

### Text 1

#### A Gem of a Tree

Question Number	Answer	Mark
<b>1.</b>	RAO4 Award 1 mark for: D. special	<b>1</b>

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

Question Number	Answer	Mark
<b>3.</b>	RAO2 RAO4 Award 1 mark for reference the lack of growth e.g.: <ul style="list-style-type: none"> <li>• very little growing there</li> <li>• poor/deserted/lacking in plant tree species</li> </ul> Award 1 mark for reference to the fact that the tree is respected/revered for being able to grow there e.g: <ul style="list-style-type: none"> <li>• the tree is so special (1) that it can grow in a place where not much else does (1)</li> </ul> Do not accept 'the tree is so special' without further explanation.	<b>2</b>

Question Number	Answer	Mark										
<b>4.</b>	RAO1 Award 1 mark for all three correctly matched: <table style="width: 100%; border: none;"> <thead> <tr> <th style="text-align: left;"><b>Fact</b></th> <th style="text-align: right;"><b>What it describes</b></th> </tr> </thead> <tbody> <tr> <td>buhibab</td> <td style="text-align: right;">appearance</td> </tr> <tr> <td>10 – 22 metres</td> <td style="text-align: right;">Arabic name</td> </tr> <tr> <td>Up to 5000 years</td> <td style="text-align: right;">age</td> </tr> <tr> <td>Upside-down tree</td> <td style="text-align: right;">height</td> </tr> </tbody> </table>	<b>Fact</b>	<b>What it describes</b>	buhibab	appearance	10 – 22 metres	Arabic name	Up to 5000 years	age	Upside-down tree	height	<b>1</b>
<b>Fact</b>	<b>What it describes</b>											
buhibab	appearance											
10 – 22 metres	Arabic name											
Up to 5000 years	age											
Upside-down tree	height											

Question Number	Answer	Mark
<b>5.</b>	RAO4 Award 1 mark for: <ul style="list-style-type: none"> <li>• can</li> </ul> Accept any other positive indication.	<b>1</b>

Question Number	Answer	Mark
<b>6.</b>	RAO5 Award 1 mark for responses which stress/emphasise/show how immense the size/width of the tree (trunk) is: e.g. <ul style="list-style-type: none"> <li>• so that we know it is really big</li> </ul>	<b>1</b>

Question Number	Answer	Mark
<b>7.</b>	RAO1 Award 1 mark for reference to:  The pollen (from the flowers) being mixed/added to water.	<b>1</b>

<b>8.</b>	RAO5 Award 1 mark for: A. bountiful	<b>1</b>
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Question Number	Answer	Mark
<b>9.</b>	RAO3 Award 1 mark for: C. summarise	<b>1</b>

Question Number	Answer	Mark
<b>10.</b>	RAO5 Award 1 mark for reference to any reasons below up to 2 marks e.g.:. <ul style="list-style-type: none"><li>• to show they provide food/water/shelter</li><li>• to tell that they enable/facilitate life</li><li>• the writer wants to emphasise that the tree allows communities to survive/develop</li><li>• they are saying it is like a mother/parent/carer who nurtures/nourishes/supports/cares</li></ul>	<b>2</b>

## Text 2

### Children of the Quicksand

Question Number	Answer	Mark
<b>11.</b>	RAO4 Award 1 mark for: B. curved	<b>1</b>

Question Number	Answer	Mark
<b>12.</b>	RAO4 Award 1 mark for the identification of human/creature-like behaviours with reference to the trees trembling/being agitated giants e.g.: <ul style="list-style-type: none"><li>• the trees seem human because they tremble</li><li>• only humans get agitated, not trees</li></ul> Also accept: personification/having human traits	<b>1</b>

Question Number	Answer	Mark
<b>13 (a).</b>	RAO2 Award 1 mark for D. afraid	<b>1</b>

<b>13 (b).</b>	RAO2 Award 1 mark for each appropriate reason for her fear up to 2 marks e.g.: <ul style="list-style-type: none"> <li>• rustling sound (in the bushes)</li> <li>• remembering the driver's words</li> <li>• snakes/other animals (lurking in the bushes)</li> <li>• being stranded in the car/car not moving</li> </ul> Accept misspellings of words as long as the intention is clear.	<b>2</b>
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Question Number	Answer	Mark
<b>14.</b>	RAO3 Award 1 mark for: C. suspense	<b>1</b>

Question Number	Answer	Mark
<b>15.</b>	<p>RAO2</p> <p>RAO5</p> <p>Award 1 mark for simple reference to the isolation of their position e.g.:</p> <ul style="list-style-type: none"> <li>• there was nobody/nothing about (1) RAO2</li> </ul> <p>Award a second mark for reference to the writer emphasising that they really were alone e.g:</p> <ul style="list-style-type: none"> <li>• the writer was showing how empty the place was (1) RAO5</li> <li>• to let us know that this was an especially lonely place (1) RAO5</li> <li>• there was nothing and no one around (1) (RAO2) so the writer was showing that they were in a completely isolated area (1) (RAO5)</li> </ul>	<b>2</b>

Question Number	Answer	Mark
<b>16.</b>	RAO1 Award 1 mark for e.g: <ul style="list-style-type: none"> <li>• pushed with all possible force (sweat breaking out in her armpits)</li> <li>• (the driver) heaved against the car</li> <li>• pushed the car (with all the energy she could muster)</li> <li>• pushed with enough strength (to burst her veins.)</li> </ul> Do not accept a reference to more than one of the above/a whole text lift	<b>1</b>

Question Number	Answer	Mark
<b>17.</b>	RAO2 Award 1 mark for:  A. boiling	<b>1</b>

Question Number	Ans	Mark
<b>18.</b>	RAO1 RAO2 Award 1 mark for references to: <ul style="list-style-type: none"> <li>• closing her eyes</li> <li>• she became tired</li> <li>• she leant against the seat to sleep</li> </ul> Award 2 marks for responses which recognise she is <b>so</b> tired that she is even prepared to sleep with her head leaning against a smelly/unpleasant/dirty seat e.g.: <ul style="list-style-type: none"> <li>• she was so sleepy that she was even prepared to lean on a smelly car seat</li> </ul>	<b>2</b>

Question Number	Answer	Mark
<b>19.</b>	RAO4 Award 1 mark for:  B. alliteration and personification	<b>1</b>

Question Number	Answer	Mark
<p><b>20.</b></p>	<p>RAO5</p> <p>Award 1 mark for reference to the writer showing the lack of signal e.g.:</p> <ul style="list-style-type: none"> <li>• lack of connectivity</li> <li>• lack of (access) to technology</li> </ul> <p>Award 1 mark for reference to the impact on her new circumstances e.g.:</p> <ul style="list-style-type: none"> <li>• loss of social life/communication</li> <li>• loss of modern life (that she is used to)</li> <li>• reversion to traditional/old ways (that she is not used to)</li> </ul> <p>For example:</p> <p>The writer tells us that she has no internet and can't use her cell phone (1)</p> <p>The writer is showing us that she will miss using her smart phone (1)</p> <p>She mentions that Simi has no signal (1) so she won't be able to text her friends (1)</p>	<p><b>2</b></p>

Question Number	Answer	Mark															
<b>21.</b>	RAO5 Award 1 mark for all 3 boxes correct: <table border="1" data-bbox="469 495 1161 680"> <thead> <tr> <th>Impression</th> <th>True</th> <th>False</th> </tr> </thead> <tbody> <tr> <td>optimistic</td> <td></td> <td>✓</td> </tr> <tr> <td>ecstatic</td> <td></td> <td>✓</td> </tr> <tr> <td>isolated</td> <td>✓</td> <td></td> </tr> <tr> <td>pessimistic</td> <td>✓</td> <td></td> </tr> </tbody> </table>	Impression	True	False	optimistic		✓	ecstatic		✓	isolated	✓		pessimistic	✓		<b>1</b>
Impression	True	False															
optimistic		✓															
ecstatic		✓															
isolated	✓																
pessimistic	✓																

Question Number	Answer	Mark
<b>22.</b>	RAO2 Award 1 mark for:  D. adventure	<b>1</b>

Question Number	Answer	Mark
<b>23.</b>	RAO5 Award 1 mark for any appropriate text-based response. e.g. <ul style="list-style-type: none"><li>• to see if she enjoys her break/stay</li><li>• to see who comes out of the house</li><li>• to see if they have wifi</li></ul> Do not accept generic responses	<b>1</b>

## Section B

Question Number	Answer	Mark
<b>24.</b>	<p>GAO1</p> <p>Award 1 mark for:</p> <p>A sudden rustling sound <u>beside</u> her made her look around nervously.</p> <p>Accept any positive indication.</p>	<b>1</b>

Question Number	Answer	Mark
<b>25a</b>	<p>GAO1</p> <p>Award 1 mark for:</p> <p>The huge iroko trees on both sides of the road <u>trembled</u> in the breeze and <u>seemed</u> to arch over her like agitated giants.</p>	<b>2</b>
<b>25b</b>	<p>Award 1 mark for:</p> <p>The huge iroko trees on both sides of the road <u>tremble</u> in the breeze and <u>seem</u> to arch over her like agitated giants.</p> <p>Do not accept misspellings of the verbs.</p>	

Question Number	Answer	Mark																														
<b>26.</b>	<p>GAO1</p> <p>Award 1 mark for 2 or 3 correct.</p> <p>Award 2 marks for all 4 correct.</p> <table border="1"> <thead> <tr> <th>Noun Type</th> <th>Common</th> <th>Proper</th> <th>Collective</th> <th>Abstract</th> </tr> </thead> <tbody> <tr> <td>car</td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>fear</td> <td></td> <td></td> <td></td> <td>✓</td> </tr> <tr> <td>flock</td> <td></td> <td></td> <td>✓</td> <td></td> </tr> <tr> <td>hope</td> <td></td> <td></td> <td></td> <td>✓</td> </tr> <tr> <td>Simi</td> <td></td> <td>✓</td> <td></td> <td></td> </tr> </tbody> </table>	Noun Type	Common	Proper	Collective	Abstract	car	✓				fear				✓	flock			✓		hope				✓	Simi		✓			<b>2</b>
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<b>27.</b>	<p>GAO1</p> <p>Award 1 mark for each correct full form or contraction up to 2 marks.</p> <table border="1"> <thead> <tr> <th>Full Form</th> <th>Contraction</th> </tr> </thead> <tbody> <tr> <td>they had</td> <td>they'd</td> </tr> <tr> <td>we have</td> <td>we've</td> </tr> <tr> <td>should have</td> <td>should've</td> </tr> </tbody> </table>	Full Form	Contraction	they had	they'd	we have	we've	should have	should've	<b>2</b>
Full Form	Contraction									
they had	they'd									
we have	we've									
should have	should've									

Question Number	Answer	Mark
<p><b>28.</b></p>	<p>GAO1</p> <p>Award 1 mark for each correctly matched.</p> <p><b>Underlined word</b> <span style="float: right;"><b>Word class</b></span></p> <p>Next to the road, she saw <u>red</u> houses. <span style="float: right;">→ noun</span></p> <p>Next to <u>the</u> road, she saw red houses. <span style="float: right;">→ determiner</span></p> <p>Next to the road, she saw red <u>houses</u>. <span style="float: right;">→ adjective</span></p> <p>Next to the road, she <u>saw</u> red houses. <span style="float: right;">→ verb</span></p>	<p><b>3</b></p>

Question Number	Answer	Mark
<b>29.</b>	<p>GAO1</p> <p>Award 1 mark for the correct insertion of the question mark and full stop.</p> <p>What is the wifi code, grandmother? Simi asked. (1)</p> <p>Award 1 mark for the correct insertion of inverted commas to demarcate speech.</p> <p>'What is the wifi code, grandmother' Simi asked (1)</p> <p>Award 2 marks for both sets of punctuation inserted <u>correctly</u>.</p> <p>'What is the wifi code, grandmother?' Simi asked. (2)</p> <p>Accept double or single inverted commas provided they are used consistently.</p>	<b>2</b>

Question Number	Answer	Mark
<b>30.</b>	GAO1 Award 1 mark for:  The car was parked by the driver.  Accept minor copying/punctuation errors as long as grammatical correctness is maintained.	<b>1</b>

Question Number	Answer	Mark
<b>31.</b>	GAO1 Award 1 mark for:  <u>When Simi woke up</u> , the car was slowing down.  Accept any positive indication.	<b>1</b>

Question Number	Answer	Mark
<b>32.</b>	GAO1 Award 1 mark for: <ul style="list-style-type: none"><li>• able</li></ul> Accept any positive indication.	<b>1</b>

## Section C

Question number	Indicative content
33	<p><b>WA01 (5 marks), WA02 (4 marks), WA03 (6 marks)</b></p> <p><b>Purpose:</b> to write a letter to family/friends informing them about your experiences during the visit. This may involve a range of approaches, including: description, information and explanation.</p> <p><b>Audience:</b> the writing is for family/friends. The focus is on describing the experiences selected and giving information to support. This may involve a range of approaches.</p> <p><b>Form:</b> the response should be an informal recount. Information and description could be included.</p> <p>Responses <b>may</b> include:</p> <ul style="list-style-type: none"><li>• details of the visit perhaps with an explanation of why the visit has arisen</li><li>• information about the surroundings and activities undertaken</li><li>• thoughts and feelings of the writer.</li></ul>

## Form, communication and purpose

Level	Mark	WAO1 and WAO2 descriptors
P1	1–3	<ul style="list-style-type: none"><li>• Partial link to task with an emerging awareness of audience. Form is simple.</li><li>• Limited evidence of organisation, effort is required by the reader.</li><li>• Word choice is simple and repetitious.</li></ul>
P2	4–6	<ul style="list-style-type: none"><li>• Mostly linked to task with an awareness of audience. Form is mostly maintained.</li><li>• Mainly organised with some paragraphs or sections logically sequenced, although transitions may be awkward.</li><li>• Some stylistic features are used to support purpose.</li></ul>
P3	7–9	<ul style="list-style-type: none"><li>• Appropriate to task with secure awareness of audience. Form established and maintained throughout.</li><li>• Organised with clear control of paragraphs or sections that supports coherence throughout.</li><li>• Stylistic features used add emphasis and interest which supports purpose.</li></ul>

## Grammar, punctuation and spelling

Level	Mark	WAO3 descriptor
P1	1–2	<ul style="list-style-type: none"><li>• Sentences are mainly simple with some possible use of simple connectives. Subject and verb agreement not always sustained.</li><li>• Basic sentence demarcation. Evidence of other basic punctuation marks used; commas in lists.</li><li>• Spelling of simple words is mostly accurate.</li></ul>
P2	3–4	<ul style="list-style-type: none"><li>• Sentences mostly grammatically sound with some more complex connectives used to develop sentences.</li><li>• Most sentences correctly demarcated. Evidence of more variety of punctuation; commas mark to phrases or clauses, question marks.</li><li>• Spelling of most common functional words is accurate.</li></ul>
P3	5–6	<ul style="list-style-type: none"><li>• Simple and complex sentences used securely with a variety of connectives.</li><li>• A range of punctuation is used, almost always correctly.</li><li>• Words with complex regular patterns are usually spelt accurately.</li></ul>

