



Mark Scheme (Results)

October 2023

Pearson Edexcel International Primary
Curriculum in English (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 - 2310 Bears

SECTION A

Reading

Text 1

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

Question Number	Answer	Mark
2.	RAO2 Award 1 mark for responses which refer to it being definite/no possible other answer: <ul style="list-style-type: none">• this is the correct answer to the title• it is the true answer to this question	1

Question Number	Answer	Mark
3.	RAO4 Award 1 mark for: <ul style="list-style-type: none">• surpassed Accept any other positive indication.	1

Question Number	Answer	Mark
4.	<p>RAO1 (1 mark)</p> <p>RAO2 (1 mark)</p> <p>Award 1 mark for each RAO, e.g.:</p> <ul style="list-style-type: none"> • The polar bear is one of the largest carnivores living on land in the Arctic (RAO1) • Females weigh between 150 - 295kg/Males weigh between 351 - 546kg (RAO1) • One polar bear was found to be as heavy as a (family) car (RAO1) • The largest polar bear weighed around 1000kg/was almost 3.5 metres tall (RAO1) • Polar bears are/can be incredibly heavy (RAO2) • Polar bears are/can be very tall (RAO2) <p>Do not accept responses for RAO2 without reference to the extreme heaviness/height of polar bears.</p>	2

Question Number	Answer	Mark
5.	<p>RAO1</p> <p>Award 1 mark for two reasons:</p> <ul style="list-style-type: none"> • they hunt seals at breathing holes/leads in ice • they can wait a long time to get prey • they can hunt/swim to hunt beneath the ice • they can eat a variety of land animals/sea animals/vegetation • they can manage many days without food 	1

Question Number	Answer	Mark																
6.	<p>RAO3</p> <p>Award 1 mark for 2 correct.</p> <p>Award 2 marks for 3 correct.</p> <table border="1"> <thead> <tr> <th>Sentence</th> <th>To show feelings</th> <th>To explain clearly</th> <th>To give meaning</th> </tr> </thead> <tbody> <tr> <td><i>'The largest polar bear (male) recorded...'</i></td> <td></td> <td>✓</td> <td></td> </tr> <tr> <td><i>'He was thought to have been shot in Alaska (sadly)...'</i></td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td><i>'They hunt seals at leads (breathing holes on the ice).'</i></td> <td></td> <td></td> <td>✓</td> </tr> </tbody> </table>	Sentence	To show feelings	To explain clearly	To give meaning	<i>'The largest polar bear (male) recorded...'</i>		✓		<i>'He was thought to have been shot in Alaska (sadly)...'</i>	✓			<i>'They hunt seals at leads (breathing holes on the ice).'</i>			✓	2
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<i>'They hunt seals at leads (breathing holes on the ice).'</i>			✓															

Question Number	Answer	Mark
7.	<p>RAO5</p> <p>Award 1 mark for the writer's reference to uncertainty, e.g.:</p> <ul style="list-style-type: none"> • to show us it is possible they might have a different amount • he is telling us they might have more/less • to say that they mostly/often do (have two cubs) • so we know that they sometimes don't (have two cubs) 	1

Question Number	Answer	Mark
11.	RAO1 Award 1 mark for: A. was close by	1

Question Number	Answer	Mark
12.	RAO4 Award 1 mark for: Stark against the sun, all she could see was his <u>silhouette</u> . Accept any other positive indication	1

Question Number	Answer	Mark
13	RAO1 RAO2 Award 1 mark for simple reference to his gentleness: <ul style="list-style-type: none"> • licked her ankle (extra) gently RAO1 • he nudged her (shoulder) RAO1 • he gazed at her RAO1 Award 2 marks for explicit explanation that he did not show aggression: <ul style="list-style-type: none"> • he is a bear, but he only nudged her, not bit her RAO2 • he did not growl or attack or hurt in any way RAO2 	2

Question Number	Answer	Mark
14.	RAO2 Award 1 mark for: C. will help	1

Question Number	Answer	Mark
15.	RAO4 Award 1 mark for: B. skinny	1

Question Number	Answer	Mark
16.	RAO5 Award 1 mark for responses that refer to the writer's intention to show the height/excellent view e.g.: <ul style="list-style-type: none"> • they are showing that she had a good view (1) • to say that she was really high up (1) Award 1 mark for responses that refer to the new/changed/improved view (now she is sitting on the bear) e.g.: <ul style="list-style-type: none"> • so that we know that she can now see better (1) • it is telling us that she is really high up (1) and she can now see things so well (1) 	2

Question Number	Answer	Mark
17.	RAO1 Award 1 mark for: <ul style="list-style-type: none"> • this is fun Do not accept other words. Accept minor copying errors.	1

Question Number	Answer	Mark										
18.	<p>RAO3</p> <p>Award 1 mark for 2 or 3 correct. Award 2 marks for 4 correct.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tbody> <tr> <td style="padding: 5px;"><i>'...wind gushed past...'</i></td> <td style="text-align: center; padding: 5px;">2</td> </tr> <tr> <td style="padding: 5px;"><i>'...kept slipping out of her hands.'</i></td> <td style="text-align: center; padding: 5px;">5</td> </tr> <tr> <td style="padding: 5px;"><i>'...Bear sprinted forward...'</i></td> <td style="text-align: center; padding: 5px;">1</td> </tr> <tr> <td style="padding: 5px;"><i>'...nothing to hold onto...'</i></td> <td style="text-align: center; padding: 5px;">4</td> </tr> <tr> <td style="padding: 5px;"><i>'...heaved and rolled...'</i></td> <td style="text-align: center; padding: 5px;">3</td> </tr> </tbody> </table>	<i>'...wind gushed past...'</i>	2	<i>'...kept slipping out of her hands.'</i>	5	<i>'...Bear sprinted forward...'</i>	1	<i>'...nothing to hold onto...'</i>	4	<i>'...heaved and rolled...'</i>	3	2
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<i>'...nothing to hold onto...'</i>	4											
<i>'...heaved and rolled...'</i>	3											

Question Number	Answer	Mark
19.	<p>RAO2</p> <p>Award 1 mark for: D. comfortable</p>	1

Question Number	Answer	Mark
20.	<p data-bbox="368 318 448 349">RAO5</p> <p data-bbox="368 432 1150 539">Award 1 mark for responses that show the writer's reference to the fact that she didn't really know how long the ride took because she was having a great time.</p> <ul data-bbox="421 622 1198 692" style="list-style-type: none"> <li data-bbox="421 622 1198 692">• to let us know that it was amazing and she didn't even know how long it lasted (1) <p data-bbox="368 752 1158 860">Award 2 marks for responses that refer to the experience being so overwhelming/fantastic that she wasn't even able to know if it was a very short or a very long time</p> <ul data-bbox="421 943 1174 1012" style="list-style-type: none"> <li data-bbox="421 943 1174 1012">• so the reader sees that the ride was so good that she could not tell if it was quick or lasted ages (2) 	2

Question Number	Answer	Mark
21	<p data-bbox="368 1220 448 1252">RAO2</p> <p data-bbox="368 1274 1038 1346">Award 1 mark for a simple recognition of the importance of his actions:</p> <ul data-bbox="464 1375 1070 1482" style="list-style-type: none"> <li data-bbox="464 1375 767 1406">• he had rescued her <li data-bbox="464 1413 1070 1444">• without him she would not have got home <li data-bbox="464 1451 1007 1482">• he treated her gently/didn't hurt her <p data-bbox="368 1570 1174 1641">Award 1 mark for references to her inability to communicate how grateful she was.</p> <ul data-bbox="416 1671 1023 1740" style="list-style-type: none"> <li data-bbox="416 1671 1023 1740">• she didn't know how to say how much she appreciated it 	2

Question Number	Answer	Mark
22.	RAO2 Award 1 mark for: D. adventure	1

Question Number	Answer	Mark
23.	RAO5 Award 1 mark for any appropriate text-based response, e.g. <ul style="list-style-type: none"> • to see if she met the bear again • to find out how badly injured she was • to know if she told her friends about it Do not accept generic responses ‘to find out what’s next.’	1

SECTION B

Grammar and punctuation

Question Number	Answer	Mark
24.	GAO1 Award 1 mark for: 'Bear's steady pulse beat <u>against</u> her skin.' Accept any positive indication.	1

Question Number	Answer	Mark
25a	GAO1 Award 1 mark for: 'But as soon as the words <u>were</u> out of her mouth, Bear <u>sprinted</u> forward, and she <u>was (flung)</u> to the left...'	2
25b	Award 1 mark for: But as soon as the words <u>are</u> out of her mouth, Bear <u>sprints</u> forward, and she <u>is</u> flung to the left Do not accept misspellings of the verbs.	

Question Number	Answer	Mark																														
26.	GAO1 Award 1 mark for 2 or 3 correct. Award 2 marks for all 4 correct.	2																														
	<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>Bear</td> <td></td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>curiosity</td> <td></td> <td></td> <td></td> <td>✓</td> </tr> <tr> <td>cabin</td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>ankle</td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>class</td> <td></td> <td></td> <td>✓</td> <td></td> </tr> </tbody> </table>	Noun type	Common	Proper	Collective	Abstract	Bear		✓			curiosity				✓	cabin	✓				ankle	✓				class			✓		
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27.	<p>GAO1</p> <p>Award 1 mark for each correct full form or contraction up to two marks.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Full form</th> <th>Contraction</th> </tr> </thead> <tbody> <tr> <td>we will</td> <td>we'll</td> </tr> <tr> <td>I am</td> <td>I'm</td> </tr> <tr> <td>she had/she would</td> <td>she'd</td> </tr> </tbody> </table> <p>Be positive about the formation and position of the apostrophe provided the intention is clear.</p>	Full form	Contraction	we will	we'll	I am	I'm	she had/she would	she'd	2
Full form	Contraction									
we will	we'll									
I am	I'm									
she had/she would	she'd									

Question Number	Answer	Mark
28.	<p>GAO1</p> <p>Award 1 mark for each correctly matched.</p> <p>Underlined word Word class</p> <p>The <u>ride</u> could have lasted five minutes or five hours. ←→ noun</p> <p>The ride could have <u>lasted</u> five minutes or five hours. ↗ determiner</p> <p>The ride could have lasted five minutes <u>or</u> five hours. ←→ conjunction</p> <p>The ride could have lasted <u>five</u> minutes or five hours. ↘ verb</p>	3

Question Number	Answer	Mark
29.	<p>GAO1</p> <p>Award 1 mark for the correct insertion of the question mark and full stop.</p> <p>Is there anything I can do to thank you? asked the girl. (1)</p> <p>Award 1 mark for the correct insertion of inverted commas to demarcate speech.</p> <p>‘Is there anything I can do to thank you’ asked the girl (1)</p> <p>Award 2 marks for both sets of punctuation inserted correctly.</p> <p>‘Is there anything I can do to thank you?’ asked the girl. (2)</p> <p>Accept double or single inverted commas provided they are used consistently.</p>	2

Question Number	Answer	Mark
30.	<p>GAO1</p> <p>Award 1 mark for:</p> <p>She was nudged by (the) Bear.</p> <p>Accept minor copying/punctuation errors.</p>	1

Question Number	Answer	Mark
31.	<p>GAO1</p> <p>Award 1 mark for:</p> <p><u>She climbed off Bear</u> when she was near the cabin.</p> <p>Accept any positive indication.</p>	1

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

SECTION C

Writing

Question number	Indicative content
33	<p>WAO1 (5 marks), WAO2 (4 marks), WAO3 (6 marks)</p> <p>Purpose: to write persuasively to the school community to support your chosen organisation.</p> <p>Audience: the writing is for the school community. The focus is on persuading them to support the project selected. This may involve a range of approaches.</p> <p>Form: This should be persuasive writing. It may take the form of a letter or other formats. Information and description may be included.</p> <p>Responses may include:</p> <ul style="list-style-type: none"> details of the project selected reasons for supporting this project the resulting benefits.

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	WAO3 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.

