

iPrimary

# ENGLISH

## SAMPLE ASSESSMENT MATERIALS

Pearson Edexcel International Award in Primary English (JEH11)

For first teaching September 2018

First examination June 2019

Issue 1



**Edexcel, BTEC and LCCI qualifications**

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# Introduction

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The Pearson Edexcel International Award in Primary English is designed for use in international schools. It is part of a suite of *iPrimary* qualifications offered by Pearson.

These sample assessment materials have been developed to support this qualification and will be used as the benchmark to develop the assessment students will take.



# General marking guidance

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- 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 be 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. However different examples of responses will be provided at standardisation.
- 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.

## Marking guidance for levels based mark schemes (writing task)

### How to award marks

The levels descriptors reflect the relative weighting of each skill within each mark band. Confirmation of the marks assigned to Assessment Objectives is provided at the top of each mark scheme. This has been provided to further reflect the balance between the Assessment Objectives as described in the relevant level descriptors.

### Finding the right level

The first stage is to decide which level the response should be placed in. To do this, use a 'best-fit' approach, deciding which level most closely describes the quality of the response. Responses can display characteristics from more than one level, and where this happens markers must use the guidance below and their professional judgement to decide which level is most appropriate.

### Placing a mark within a level

After a level has been decided on, the next stage is to decide on the mark within the level. The instructions below tell you how to reward responses within a level.

Markers should be prepared to use the full range of marks available in a level and not restrict marks to the middle. Markers should start at the middle of the level (or the upper-middle mark if there is an even number of marks) and then move the mark up or down to find the best mark. To do this, they should take into account how far the response meets the requirements of the level:

- if it meets the requirements fully, markers should be prepared to award full marks within the level. The top mark in the level is used for responses that are as good as can realistically be expected within that level

- if it only barely meets the requirements of the level, markers should consider awarding marks at the bottom of the level. The bottom mark in the level is used for responses that are the weakest that can be expected within that level
- the middle marks of the level are used for responses that have a reasonable match to the descriptor. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met.

When a candidate has produced a response that displays characteristics from more than one level, examiners must use their professional judgement to decide what level should be awarded.



Please check the examination details below before entering your candidate information

Candidate surname

Other names

**Pearson Edexcel  
International Award  
in Primary**

Centre Number

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Candidate Number

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**Sample assessment material for first teaching  
September 2018**

Time: 1 hour 30 minutes

Paper Reference **JEH11/01**

**English**  
**Achievement test**

**You must have:**  
Source booklet

Total Marks

## Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions in Sections A, B and C.
- Answer the questions in the spaces provided – *there may be more space than you need.*

## Information

- The total mark for this paper is 60.
- The marks for **each** question are shown in brackets – *use this as a guide as to how much time to spend on each question.*
- Dictionaries may **not** be used in this test.

## Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- It is recommended that you spend:
  - 20 minutes on the Text A questions and 30 minutes on the Text B questions in Section A
  - 15 minutes on the questions in Section B
  - 25 minutes on the task in Section C.
- Check your answers if you have time at the end.

Turn over ►

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**SECTION A: READING**

**Answer ALL questions.**

**It is recommended that you spend 20 minutes on the Text 1 and 30 minutes on the Text 2.**

**Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.**

**Read Text 1 in the Source Booklet and answer Questions 1 to 10.**

**1** 'The Seine is possibly the world's most famous river'

Why has the writer used the word 'possibly' in this sentence? To show:

- A** emphasis
- B** excitement
- C** surprise
- D** uncertainty

**(Total for Question 1 = 1 mark)**

**2** From the opening paragraph, give **one** activity that people do when visiting the River Seine.

**(Total for Question 2 = 1 mark)**

**3** What connects the two sides of Paris?

**(Total for Question 3 = 1 mark)**

**4** Give **two** ways the format of the guide helps readers to find information easily.

- 1 .....
- 2 .....

**(Total for Question 4 = 2 marks)**

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

5 What is the **main** purpose of this text?

- A to describe the riverbanks at night
- B to encourage people to buy French food
- C to give interesting information about the River Seine
- D to inform readers about boat tours

(Total for Question 5 = 1 mark)

6 Give another word the writer has used for 'walk'.

(Total for Question 6 = 1 mark)

7 Look at the 'Top Things To Do' section.

**Complete** the table with **one** persuasive word used to encourage the reader to do each activity.

Two have been done for you.

Top things to do	Persuasive word
1. Take a boat tour	relaxing
2. Pack a picnic	
3. Take a stroll	perfect
4. Browse books	

(Total for Question 7 = 1 mark)

- 8 Tick **two** boxes to show which phrases from the text are addressing the reader personally.

Phrase	Addressing the reader personally
Most people visiting Paris will want to explore...	
Dusk is a particularly wonderful time to watch...	
I suggest ambling in whichever direction draws you.	
Whether you want to find an old, charming edition of your favourite book...	

(Total for Question 8 = 1 mark)

- 9 Which activity is Paris **unable** to offer tourists?

- A eating ice lollies
- B peaceful walks
- C sandcastle competitions
- D seaside holidays

(Total for Question 9 = 1 mark)

- 10 Explain the writer's intention in writing 'they can even go surfing, but only on the internet' in the final paragraph.

.....

.....

(Total for Question 10 = 2 marks)

**Read Text 2 in the Source Booklet and answer Questions 11 to 25.****11** 'With her tongue sticking out between her teeth...'

What does this tell you about how Sophie was feeling? That she was:

- A** angry
- B** focused
- C** pleased
- D** unhappy

**(Total for Question 11 = 1 mark)****12** Write the **words** from the text that tell us what Sophie used to clear the rust from the hinge.**(Total for Question 12 = 1 mark)****13** 'Her heart, inexplicably, began to pound.'

Circle the word below that has the same meaning as 'inexplicably'.

annoyingly      insolvably      unexplainably      alarmingly

**(Total for Question 13 = 1 mark)****14** 'Nothing happened. She pushed harder. It creaked angrily, and stayed shut.'

Why has the writer used short sentences here?

- A** as a summary of Sophie's actions
- B** as a way to surprise the reader
- C** to help the reader remember
- D** to stress Sophie's frustration

**(Total for Question 14 = 1 mark)**

15 'It probably wasn't designed to open.'

Give **one** piece of evidence that shows the window **was** designed to open.

.....

(Total for Question 15 = 1 mark)

16 Why did Sophie whisper 'Oh!' when she knocked the bun onto the floor?

- A she had been interrupted
- B she had forgotten it was there
- C she was getting tired
- D she was upset about the window

(Total for Question 16 = 1 mark)

17 Which **one** of the following words describes how Sophie ate the bun?

- A angrily
- B sadly
- C slowly
- D quickly

(Total for Question 17 = 1 mark)

18 Give **one** word the writer has used to personify the skylight as it opens.

.....

(Total for Question 18 = 1 mark)

19 Which **one** of the following words describes how Sophie reacts as the skylight opens?

- A carefully
- B excitedly
- C foolishly
- D thoughtlessly

(Total for Question 19 = 1 mark)

**20** Draw a line to match each noun listed below to the correct adjectives.

You must use all of the adjectives. One has been done for you.

**Noun**

**Adjective**

The roof

solitary

filthy

tallest

arrogant

The pigeon

dull

(Total for Question 20 = 2 marks)

**21** Explain how leaning further out changed Sophie's feelings about being on the roof.

(Total for Question 21 = 2 marks)

**22** 'The moon looked close enough to hit with a pebble...'

What does the writer mean by this sentence?

- A** Sophie is so high up
- B** Sophie is throwing stones
- C** the moon is really bright
- D** the moon is really high

(Total for Question 22 = 1 mark)

**23** Give **one** phrase that shows Sophie is happy at the end of the text.

(Total for Question 23 = 1 mark)

24 What genre is this text?

- A adventure
- B fantasy
- C journal
- D science-fiction

(Total for Question 24 = 1 mark)

25 Give **two** reasons why a reader would want to continue reading this story.

1 .....

2 .....

(Total for Question 25 = 2 marks)

**TOTAL FOR SECTION A = 30 MARKS**

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DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



**SECTION B: GRAMMAR AND PUNCTUATION**

**Answer ALL questions.**

**It is recommended that you spend 15 minutes on these questions.**

**26** Underline the adverb in the sentence below.

It creaked angrily, and stayed shut.

**(Total for Question 26 = 1 mark)**

**27** (a) Underline the words in the sentence below that are written in the past tense.

She spat on her hands, and pushed at the corners of the window frame.

(1)

(b) Rewrite the sentence in the present tense.

(1)

**(Total for Question 27 = 2 marks)**

**28** Complete the table by rewriting the contractions in full.

The first one has been done for you.

<b>Contraction</b>	<b>Full form</b>
wasn't	was not
you're	
she'd	

**(Total for Question 28 = 2 marks)**

DO NOT WRITE IN THIS AREA

**29** Draw a line to match each underlined word to the correct word class.

One has been done for you.

**Underlined word**

**Word class**

The bun was stale around the edges.

determiner

The bun was stale around the edges.

verb

The bun was stale around the edges.

adjective

The bun was stale around the edges.

noun

**(Total for Question 29 = 3 marks)**

**30** Insert the missing punctuation into this sentence.

Can I have a bun please Sophie asked the lady at the station

**(Total for Question 30 = 2 marks)**

**31** Underline the words that should start with a capital letter.

as she looked out from the rooftop she saw many famous landmarks, including

the famous eiffel tower.

**(Total for Question 31 = 2 marks)**

**32** Change the sentence below from the passive to the active voice.

The skylight was opened by Sophie.

**(Total for Question 32 = 1 mark)**

**33** Complete the sentence by writing a subordinating conjunction in the gap.

Sophie knocked the bun to the floor ..... she stood up.

**(Total for Question 33 = 1 mark)**

**34** Underline a prefix from the list below that can be added to the word 'interest' to make a new word.

sub                  dis                  mis

**(Total for Question 34 = 1 mark)**

**TOTAL FOR SECTION B = 15 MARKS**



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Handwriting practice area with 25 horizontal dotted lines.

**(Total for Question 35 = 15 marks)**

**TOTAL FOR SECTION C = 15 MARKS**  
**TOTAL FOR PAPER = 60 MARKS**



# Pearson Edexcel International Award in Primary

**Sample assessment material for first teaching  
September 2018**

Paper Reference **JEH11/01**

**English**  
**Achievement test**

**Source booklet**  
**Do not return this booklet with the Achievement test.**

*Turn over* ►

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## TEXT 1

*This is a guide for tourists visiting the River Seine in Paris.*

### The River Seine, Paris, France

The Seine is possibly the world's most famous river, dividing the city of Paris into two parts. It is now mostly used as a background for holiday photographs and a route for a constant stream of sightseeing cruises.

#### Interesting facts

- The river runs for 776 km through France.
- As it runs through the city, the two sides of Paris are joined by a total of 37 bridges.

#### Touring and enjoying the Seine

Most people visiting Paris will want to explore the banks of the Seine.

#### Top things to do

- 1. Take a boat tour.** Particularly on a first trip to the city, a sightseeing boat tour of the Seine gives the opportunity to see many important monuments and places in the city, while sitting back and enjoying the ride. Gently floating on the river is a relaxing way to view the sights.
- 2. Pack a picnic and sprawl out with a blanket.** The banks of the Seine are a wonderful setting for a picnic. So stock up from the best bakers in Paris; buy some bread, cheese, and fruit and find a good spot to settle. Dusk is a particularly wonderful time to watch the subtly changing colours of the sky, and the glint of the water as boats creep by.
- 3. Take a stroll.** The riverbanks are perfect for a walk; you can enjoy the river and take advantage of this great place for a 'thinking walk'. (I suggest ambling in whichever direction draws you.)
- 4. Browse books, posters and postcards.** Many people recognise the green metallic stalls of the old Paris Seine-side booksellers, which have appeared in many films and photos of the city. Whether you want to find an old, charming edition of your favourite book or just want to browse, it's a very pleasant way to spend an afternoon.



With over 160km to the nearest coast nobody would visit Paris for its golden sands. However, for a few months each summer part of the banks of the Seine are transformed into a temporary holiday haven. Roads are blocked off and sand is imported. Locals and tourists can lounge around in deckchairs, cool off in fountains, lick ice lollies, play games and enter sandcastle competitions. They can even go surfing, but only on the internet – the beach has free wifi!



## TEXT 2

*Sophie is in Paris looking for her mother. Sophie thinks her mother is a musician who plays the violin in Paris.*

### The Roof Toppers

With her tongue sticking out between her teeth, Sophie scrubbed at the hinge using her oil soaked stocking. Flakes of rust began to peel off and beneath them was bright brass. Her heart, inexplicably, began to pound. Sophie clicked back the latch – it was stiff, but the oil on her fingers helped - and pushed, hard, at the window. Nothing happened. She pushed harder. It creaked angrily, and stayed shut.

Sophie sank down to the ground. She sank to the floor. There was no reason to be so upset, she told herself. It was just a window. It probably wasn't designed to open. For no reason at all, she found herself fighting that prickling feeling behind the nose that comes before tears.

"Calm down. You're being silly." She told herself. She got to her feet, and as she did so, knocked something off her bedside table. It was the bun the station woman gave her. "Oh!" whispered Sophie.

The bun was stale around the edges, but still sweet and sticky in the centre. She finished it in less than a minute.

Sophie licked her fingers (and instantly regretted it: the sugar and oil together tasted disgusting) and pulled herself to her feet. She spat on her hands, and pushed at the corners of the window frame with all her weight. She heaved. Then she leapt back as the skylight opened suddenly with a shriek.

"Yes!" she said.

Without waiting to think Sophie scrambled up. She laid one knee against the ledge and one leg on the bedstead: and then she gave a one footed jump, and both her hands scabbled for a hold on the roof outside. Then, with a grunt of pain and a tumble, she was onto the rooftop.

The roof stretched away, flat and grey and smooth, and decorated here and there with bird droppings. There was a chimney stack, and a weathervane, and black soot layering everything. She thought the rooftop must be one of the highest for miles. A single pigeon watched her. She made a face at it. It looked haughtily at her, and turned its back.

Sophie crawled to the edge and looked out, across the city. Paris lay below her, coloured in shades of night-blue. The centre was a cross hatching of roads and squares. In the moonlight she could see the tops of bright shop awnings – they were surprisingly dirty, seen from above. And from here, she thought, the streets looked like rivers. The river itself was quicksilver in the moonlight. The wind shifted, and the wet-hay smell of horses hit her.



She leaned further out, and looked straight out. This was a mistake. She found herself retreating rather quickly, and digging her nails into the brickwork of the chimney stacks. She had never been this high up, ever. The moon looked close enough to hit with a pebble.

Sophie stood up, she spun on the spot and the Paris sky spun in time with her. The wind blew stronger, and a great bubble of happiness was rising up through her chest into her nose. Sophie threw out her arms and danced a war dance round the chimneys, whooping very quietly under her breath.

#### **Source information**

Text 1: <https://www.tripsavvy.com/seine-river-in-paris-1618867>

Text 2: Katharine Rudell, 'Roof Toppers', by permission of Faber & Faber

Rooftops image: © Jan-Otto/Getty Images

## Mark scheme

### Section A: Reading

Question number	Answer	Mark
1	<b>RA04</b>  Award the mark for: <ul style="list-style-type: none"><li>• C uncertainty.</li></ul>	<b>(1)</b>

Question number	Answer	Mark
2	<b>RA01</b>  Award the mark for: <ul style="list-style-type: none"><li>• (37) bridges.</li></ul>	<b>(1)</b>

Question number	Answer	Mark
3	<b>RA01</b>  Award the mark for <b>one</b> of the following activities: <ul style="list-style-type: none"><li>• take (holiday) photographs (1)</li><li>• cruise down/up the river (1)</li><li>• take sightseeing cruises (1).</li></ul> Also accept photography/cruising as a recognised activity.	<b>(1)</b>

Question number	Answer	Mark
4	<b>RA03</b>  Award one mark for each correct answer, up to 2 marks: <ul style="list-style-type: none"><li>• bullet points (1)</li><li>• numbers (1)</li><li>• subheadings (1)</li><li>• boldening key information/key information is in bold (1)</li><li>• precise information (1)</li><li>• paragraph summaries (at the start of each section) (1).</li></ul>	<b>(2)</b>

Question number	Answer	Mark
5	<b>RA05</b>  Award the mark for: <ul style="list-style-type: none"><li>• C to give interesting information about the River Seine.</li></ul>	<b>(1)</b>

Question number	Answer	Mark
6	<p><b>RA04</b></p> <p>Award the mark for <b>one</b> of the following:</p> <ul style="list-style-type: none"> <li>• stroll (1)</li> <li>• ambling (1).</li> </ul>	(1)

Question number	Answer	Mark										
7	<p><b>RA05</b></p> <p>Award the mark for <b>two</b> words identified correctly.</p> <table border="1"> <thead> <tr> <th>Top things to do</th> <th>Persuasive word</th> </tr> </thead> <tbody> <tr> <td>1.Take a boat tour</td> <td>relaxing</td> </tr> <tr> <td>2.Pack a picnic</td> <td>particularly (1)/wonderful (1)</td> </tr> <tr> <td>3.Take a stroll</td> <td>perfect</td> </tr> <tr> <td>4.Browse books</td> <td>pleasant (1)/charming (1)</td> </tr> </tbody> </table>	Top things to do	Persuasive word	1.Take a boat tour	relaxing	2.Pack a picnic	particularly (1)/wonderful (1)	3.Take a stroll	perfect	4.Browse books	pleasant (1)/charming (1)	(1)
Top things to do	Persuasive word											
1.Take a boat tour	relaxing											
2.Pack a picnic	particularly (1)/wonderful (1)											
3.Take a stroll	perfect											
4.Browse books	pleasant (1)/charming (1)											

Question number	Answer	Mark						
8	<p><b>RA05</b></p> <p>Award the mark for <b>both</b> options identified correctly.</p> <table border="1"> <thead> <tr> <th>Phrase</th> <th>Personal address</th> </tr> </thead> <tbody> <tr> <td>I suggest ambling in whichever direction draws you.</td> <td>✓(1)</td> </tr> <tr> <td>Whether you want to find an old, charming edition of your favourite book...</td> <td>✓ (1)</td> </tr> </tbody> </table>	Phrase	Personal address	I suggest ambling in whichever direction draws you.	✓(1)	Whether you want to find an old, charming edition of your favourite book...	✓ (1)	(1)
Phrase	Personal address							
I suggest ambling in whichever direction draws you.	✓(1)							
Whether you want to find an old, charming edition of your favourite book...	✓ (1)							

Question number	Answer	Mark
9	<p><b>RAO2</b></p> <p>Award the mark for:</p> <ul style="list-style-type: none"> <li>D seaside holidays.</li> </ul>	(1)

Question number	Answer	Mark
10	<p><b>RAO5</b></p> <p>Award 1 mark for responses that recognise the writer is using humour:</p> <ul style="list-style-type: none"> <li>the writer is making a joke/being funny (1).</li> </ul> <p>Award 1 mark for responses that recognise the analogy without reference to humour:</p> <ul style="list-style-type: none"> <li>the writer uses the word surfing because people surf at the beach and surf on the internet (1).</li> </ul> <p>Award 2 marks for responses that recognise the writer is using humour and identifying the analogy between surfing the waves and surfing the internet at a beach location:</p> <ul style="list-style-type: none"> <li>the writer is making a joke (1) when using the word surfing because people surf at the beach and surf on the internet (1)</li> <li>the writer is using humour (1) because the beach isn't real and the internet is virtual (both not real) (1).</li> </ul> <p>Accept any other valid answers.</p>	(2)

Question number	Answer	Mark
11	<p><b>RAO2</b></p> <p>Award the mark for:</p> <ul style="list-style-type: none"> <li>B focused.</li> </ul>	(1)

Question number	Answer	Mark
12	<p><b>RAO1</b></p> <p>Award the mark for:</p> <ul style="list-style-type: none"> <li>oil soaked stocking.</li> </ul> <p>Do not accept stocking on its own.</p>	(1)

Question number	Answer	Mark
13	<p><b>RAO4</b></p> <p>Award the mark for:</p> <ul style="list-style-type: none"> <li>unexplainably.</li> </ul> <p>Accept any identification of the correct word.</p>	(1)

Question number	Answer	Mark
14	<p><b>RAO3</b></p> <p>Award the mark for:</p> <ul style="list-style-type: none"> <li>C to stress Sophie's frustration.</li> </ul>	(1)

Question number	Answer	Mark
15	<p><b>RAO1</b></p> <p>Award the mark for:</p> <ul style="list-style-type: none"> <li>the window has a hinge/a latch.</li> </ul>	(1)

Question number	Answer	Mark
16	<p><b>RAO4</b></p> <p>Award the mark for:</p> <ul style="list-style-type: none"> <li>D she had forgotten it was there.</li> </ul>	(1)

Question number	Answer	Mark
17	<p><b>RAO2</b></p> <p>Award the mark for:</p> <ul style="list-style-type: none"> <li>A quickly.</li> </ul>	(1)

Question number	Answer	Mark
18	<p><b>RAO4</b></p> <p>Award the mark for:</p> <ul style="list-style-type: none"> <li>shriek.</li> </ul>	(1)

Question number	Answer	Mark
19	<p><b>RAO2</b></p> <p>Award the mark for:</p> <ul style="list-style-type: none"> <li>C excitedly.</li> </ul>	(1)

Question number	Answer	Mark
20	<p><b>RAO2</b></p> <p>Award 1 mark for the roof joined to filthy <b>and</b> dull.</p> <p>Award 1 mark for the pigeon joined to solitary <b>and</b> arrogant.</p> <p>Also allow 1 mark for one correct link to pigeon <b>and</b> one correct link to roof.</p> <p>Do not award marks for one correct and one incorrect adjective linked with the noun.</p> <p><b>Noun</b>                      <b>Adjective</b></p> <p>The roof                      solitary (1)     filthy (1)     tallest     arrogant (1)</p> <p>The pigeon                      dull (1)</p> <p>Accept any identification of the correct word.</p>	(2)

Question number	Answer	Mark
21	<p><b>RAO2</b></p> <p>Award 1 mark for responses that indicate how Sophie felt.</p> <p>Before she leaned further out:</p> <ul style="list-style-type: none"> <li>• she was very excited (1)</li> <li>• she was taking in the sights (1)</li> <li>• she was pleased to get out on the roof (1).</li> </ul> <p>Or</p> <p>After she leaned further out, for example:</p> <ul style="list-style-type: none"> <li>• Sophie didn't like heights (1)</li> <li>• she had never been this high before (1)</li> <li>• she was scared (1)</li> <li>• she realised how high she was (1)</li> <li>• she felt unsafe (1).</li> </ul> <p>Award 2 marks for responses that refer to both before and after.</p>	(2)

Question number	Answer	Mark
22	<p><b>RAO5</b></p> <p>Award the mark for:</p> <ul style="list-style-type: none"> <li>• C Sophie is so high up.</li> </ul>	(1)

Question number	Answer	Mark
23	<p><b>RA05</b></p> <p>Award 1 mark each for reason that is rooted in the text, up to 2 marks:</p> <ul style="list-style-type: none"> <li>• to find out why Sophie was so excited to be on the roof (1)</li> <li>• to find out why Sophie was so determined to get on the roof (1)</li> <li>• to find out what Sophie does on the roof (1)</li> <li>• to find out why Sophie was hungry and alone in Paris (1).</li> </ul> <p>Accept any other appropriate response that is explicitly linked to this text.</p>	(2)

Question number	Answer	Mark
24	<p><b>RA02</b></p> <p>Award the mark for:</p> <ul style="list-style-type: none"> <li>• B adventure.</li> </ul>	(1)

Question number	Answer	Mark
25	<p><b>RA01</b></p> <p>Award the mark for any <b>one</b> of the following:</p> <ul style="list-style-type: none"> <li>• a bubble of happiness (1)</li> <li>• danced a war dance (1)</li> <li>• whooping under her breath (1)</li> <li>• spun on the spot (1).</li> </ul>	(1)



**Section B: Grammar and punctuation**

Question number	Answer	Mark
26	<p><b>GAO1</b></p> <p>Award the mark for:</p> <ul style="list-style-type: none"> <li>angrily.</li> </ul>	(1)

Question number	Answer	Mark
27(a)	<p><b>GAO1</b></p> <p>Award the mark for either:</p> <ul style="list-style-type: none"> <li>spat (1)</li> <li>pushed (1).</li> </ul>	(1)

Question number	Answer	Mark
27(b)	<p><b>GAO1</b></p> <p>Award 1 mark for:</p> <ul style="list-style-type: none"> <li>She spits on her hands and pushes at the corner of the window frame (1)</li> <li>She is spitting on her hands and (is) pushing at the corner of the window frame (1).</li> </ul> <p>Or a grammatically correct combination of the two, for example:</p> <ul style="list-style-type: none"> <li>She spits on her hand and is pushing at the corner of the window frame (1).</li> </ul> <p>Provided that the two words required are in the present tense and the sentence is grammatically correct, reward the response despite spelling or punctuation errors.</p>	(1)

Question number	Answer	Mark						
28	<p><b>GAO1</b></p> <p>Award 1 mark for each correct answer.</p> <table border="1" style="margin-left: 20px;"> <thead> <tr> <th>Contraction</th> <th>Full form</th> </tr> </thead> <tbody> <tr> <td>you're</td> <td>you are (1)</td> </tr> <tr> <td>she'd</td> <td>she would (1)/she had (1)</td> </tr> </tbody> </table>	Contraction	Full form	you're	you are (1)	she'd	she would (1)/she had (1)	(2)
Contraction	Full form							
you're	you are (1)							
she'd	she would (1)/she had (1)							

Question number	Answer	Mark
29	<p><b>GAO1</b></p> <p>Award 1 mark for each correct response up to 3 marks.</p> <p>The <u>bun</u> was stale around the edges.      determiner (1)</p> <p><u>The</u> bun was stale around the edges.      verb (1)</p> <p>The bun <u>was</u> stale around the edges.      noun (1)</p> <p>Accept any identification of the correct word.</p>	(3)

Question number	Answer	Mark
30	<p><b>GAO1</b></p> <p>Award 1 mark for the correct insertion of the question mark and full stop:</p> <ul style="list-style-type: none"> <li>• Can I have a bun please? Sophie asked the lady at the station. (1)</li> </ul> <p>Award 1 mark for the correct insertion of inverted commas to demarcate speech:</p> <ul style="list-style-type: none"> <li>• 'Can I have a bun please' Sophie asked the lady at the station. (1)</li> </ul> <p>Award 2 marks for both sets of punctuation correctly inserted:</p> <ul style="list-style-type: none"> <li>• 'Can I have a bun please?' Sophie asked the lady at the station. (1)</li> </ul> <p>Accept double or single inverted commas provided they are used consistently.</p>	(2)

Question number	Answer	Mark
31	<p><b>GAO1</b></p> <p>Award 1 mark up to a maximum of 2 marks for:</p> <ul style="list-style-type: none"> <li>• as (1)</li> <li>• Eiffel (1).</li> </ul>	(2)

Question number	Answer	Mark
32	<p><b>GAO1</b></p> <p>Award the mark for:</p> <ul style="list-style-type: none"> <li>• Sophie opened the skylight.</li> </ul> <p>Accept the grammatically correct active form of this sentence regardless of punctuation or spelling errors.</p>	(1)

Question number	Answer	Mark
33	<p><b>GAO1</b></p> <p>Award the mark for any <b>one</b> of the following:</p> <ul style="list-style-type: none"> <li>• because (1)</li> <li>• as (1)</li> <li>• when (1)</li> <li>• whilst (1)</li> <li>• while (1).</li> </ul>	(1)

Question number	Answer	Mark
34	<p><b>GAO1</b></p> <p>Award the mark for:</p> <ul style="list-style-type: none"> <li>• dis.</li> </ul>	(1)

## Section C: Writing

Question number	Indicative content
35	<p><b>WAO1 (5 marks), WAO2 (4 marks), WAO3 (6 marks)</b></p> <p><b>Purpose:</b> to write a piece about a memorable experience –informative, engaging and entertaining. This may involve a range of approaches, including: description, narrative, explanation.</p> <p><b>Audience:</b> the writing is for a primary school readership. The focus is on communicating information about the memorable event This may involve a range of approaches.</p> <p><b>Form:</b> the response may be a diary, narrative, explanation or description.</p> <p>Responses <b>may</b> include:</p> <ul style="list-style-type: none"> <li>• details of the selected experience with an explanation of why it is memorable</li> <li>• information about the people who are involved and their role in making it memorable</li> <li>• description of a specific setting, place, or event and thoughts and feelings.</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 use of simple connectives. Subject and verb agreement unsustained.</li> <li>• Basic sentence demarcation evident.</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 complex connectives used to develop sentences.</li> <li>• Most sentences correctly demarcated, with mostly correct use of internal punctuation.</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>• Sentences are correctly demarcated, with a secure control of a variety of internal punctuation.</li> <li>• Words with complex regular patterns are usually spelt accurately.</li> </ul>



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