



Mark Scheme (Results)

Summer 2012

PLSC Primary (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.
- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. Questions labelled with an **asterisk (*)** are ones where the quality of written communication will be assessed.

Using the Mark Scheme

Examiners should look for qualities to reward rather than faults to penalise. This does NOT mean giving credit for incorrect or inadequate answers, but it does mean allowing candidates to be rewarded for answers showing correct application of principles and knowledge. Examiners should therefore read carefully and consider every response: even if it is not what is expected it may be worthy of credit.

The mark scheme gives examiners:

- an idea of the types of response expected
- how individual marks are to be awarded
- the total mark for each question
- examples of responses that should NOT receive credit.

/ means that the responses are alternatives and either answer should receive full credit.

() means that a phrase/word is not essential for the award of the mark, but helps the examiner to get the sense of the expected answer.

Phrases/words in **bold** indicate that the meaning of the phrase or the actual word is **essential** to the answer.

ecf/TE/cq (error carried forward) means that a wrong answer given in an earlier part of a question is used correctly in answer to a later part of the same question.

Candidates must make their meaning clear to the examiner to gain the mark. Make sure that the answer makes sense. Do not give credit for correct words/phrases which are put together in a meaningless manner. Answers must be in the correct context.

Mark Scheme for paper JEH01

Question Number	Answer	Mark																					
1	A	1																					
2	D	1																					
3	C	1																					
4	whales seals	1 1																					
5	<table border="1"> <thead> <tr> <th></th> <th>TRUE</th> <th>FALSE</th> </tr> </thead> <tbody> <tr> <td>Tourists like to visit the Antarctic in the winter.</td> <td></td> <td>x</td> </tr> <tr> <td>It is dark most of the time in the Antarctic winter.</td> <td>x</td> <td></td> </tr> <tr> <td>Penguins court and mate in December.</td> <td></td> <td>x</td> </tr> <tr> <td>February is a good month for whale-watching.</td> <td>x</td> <td></td> </tr> <tr> <td>November is a winter month in the Antarctic.</td> <td></td> <td>x</td> </tr> <tr> <td>Tourists only visit the Antarctic for five months a year.</td> <td>x</td> <td></td> </tr> </tbody> </table> <p>Allow 3 marks for 4 or 5 correct 2 marks for 3 correct 1 mark for 2 correct</p>		TRUE	FALSE	Tourists like to visit the Antarctic in the winter.		x	It is dark most of the time in the Antarctic winter.	x		Penguins court and mate in December.		x	February is a good month for whale-watching.	x		November is a winter month in the Antarctic.		x	Tourists only visit the Antarctic for five months a year.	x		3
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6	B	1																					
7	A	1																					

Question Number	Indicative content	
<p>8</p>	care to be taken	reasons given
	<p>keep your distance from wildlife</p> <p>observe International agreement 1964</p> <p>'one hand for the ship' care moving about:</p> <p>don't curl fingers around door frames</p>	<p>Guidance requires it / change animal behaviour cause stress / cause crushing of seal pup / blurring of pictures</p> <p>protection of animal and plant life</p> <p>need support when ship rolls</p> <p>avoid broken bones / unaware passengers are pitched onto their noses / open decks can be slippery / water is very cold if you fall in</p> <p>doors can swing dangerously and trap fingers</p>
Level	Mark	Descriptor
	0	No rewardable material
<p>3</p>	1-2	<ul style="list-style-type: none"> • Response shows understanding of the main points in the text • Explanation is limited showing simple engagement with the text
<p>4</p>	3-4	<ul style="list-style-type: none"> • Response shows understanding of the ideas, themes and events in the text • Explanation shows beginnings of inference and deduction
<p>5</p>	5	<ul style="list-style-type: none"> • Response shows understanding of the ideas, themes and events in the text identifying key features • Explanation shows evidence of inference and deduction, and views are supported with selected sentences and phrases/words from the text

Question Number	Answer	Mark																					
9	C	1																					
10	B C	1 1																					
11	As Maia said goodbye to her friends, she had to be very brave . She was surrounded by her friends. Hermione was crying and Dora clutched her skirt. One mark for each correct word.	3																					
12	D	1																					
13	<table border="1"> <thead> <tr> <th></th> <th>TRUE</th> <th>FALSE</th> </tr> </thead> <tbody> <tr> <td>they feel sorry for her</td> <td>x</td> <td></td> </tr> <tr> <td>they are trying to frighten her</td> <td></td> <td>x</td> </tr> <tr> <td>they are frightened for her</td> <td>x</td> <td></td> </tr> <tr> <td>they are trying to reassure her</td> <td>x</td> <td></td> </tr> <tr> <td>they are sure she will be safe</td> <td></td> <td>x</td> </tr> <tr> <td>they are sure she'll have a lovely time</td> <td></td> <td>x</td> </tr> </tbody> </table> <p>Allow 3 marks for 4 or 5 correct 2 marks for 3 correct 1 mark for 2 correct</p>		TRUE	FALSE	they feel sorry for her	x		they are trying to frighten her		x	they are frightened for her	x		they are trying to reassure her	x		they are sure she will be safe		x	they are sure she'll have a lovely time		x	3
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they are trying to reassure her	x																						
they are sure she will be safe		x																					
they are sure she'll have a lovely time		x																					

Question Number	Indicative content	
14	rewardable comments will be based on the following textual detail: how the writer describes Miss Minton <ul style="list-style-type: none"> • 'black-clad woman sitting stiffly' • 'tall, gaunt woman' • 'looked more like a rake or a nut-cracker than a human being' • 'A hand in a black glove, bony and cold like a skeleton' how the girls react to Miss Minton <ul style="list-style-type: none"> • 'Maia faltered' when she first saw her • Hermione describes her as 'fierce' 	
Level	Mark	Descriptor
	0	No rewardable material
3	1-2	<ul style="list-style-type: none"> • Response shows understanding of the main points in the text • Explanation is limited showing simple engagement with the text
4	3-4	<ul style="list-style-type: none"> • Response shows understanding of the ideas, themes and events in the text • Explanation shows beginnings of inference and deduction
5	5	<ul style="list-style-type: none"> • Response shows understanding of the ideas, themes and events in the text identifying key features • Explanation shows evidence of inference and deduction, and views are supported with selected sentences and phrases/words from the text

Question Number	Indicative content
15	Responses may include: <ul style="list-style-type: none"> • descriptions of parents and/or siblings • activities enjoyed together or individually • identified holiday destination • clear link between family members and the preferred destination (likely to be a discriminator)

Form, communication and purpose

Level	Marks	Descriptors
3	1-3	<ul style="list-style-type: none"> • Pupil's writing is often organised but there are some lapses • Pupil's writing is often imaginative and clear although this is not sustained • Pupil uses the main features of different writing appropriately • Pupil is beginning to adapt writing for different readers
4	4-6	<ul style="list-style-type: none"> • Pupil organises writing appropriately • Pupil's ideas are often sustained and developed in interesting ways • Pupil's writing in a range of forms is lively and thoughtful • Pupil's writing shows awareness of the purpose of the reader
5	7-9	<ul style="list-style-type: none"> • Pupil's writing conveys meaning clearly • Pupil's writing is varied and interesting • Pupil's writing is in a range of forms, using a more formal style when appropriate • Pupil writes in different forms for different readers

Spelling, punctuation and grammar

Levels	Marks	Descriptors
3	1-2	<ul style="list-style-type: none"> • Sequence of sentences extend ideas logically • Words chosen for variety and interest • Basic grammatical structures of sentences is usually correct • Punctuation to mark sentences such as full stops, capital letters and question marks is used accurately • Spelling is usually accurate, including common, polysyllabic words
4	3-4	<ul style="list-style-type: none"> • Sentences begin to be grammatically correct, extending meaning • Vocabulary choices are often adventurous and used for effect • Full stops, capital letters and question marks are used correctly and pupils begin to use punctuation within sentences
5	5-6	<ul style="list-style-type: none"> • Simple and complex sentences are organised into paragraphs • Vocabulary choices are imaginative • Punctuation, including commas, apostrophes and inverted

		<p>commas are usually used accurately</p> <ul style="list-style-type: none"> • Words with complex regular patterns are usually spelt correctly.
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Question Number	Indicative content
16	<p>Responses may include:</p> <ul style="list-style-type: none"> • visual description of the area • comment on what makes the area so special / remarkable • some reflective comment on the area • some re-working of ideas from the texts <p>In applying the following grids bear in mind the need for the “best fit” approach.</p>

Form, communication and purpose

Level	Marks	Descriptors
3	1-3	<ul style="list-style-type: none"> • Pupil’s writing is often organised but there are some lapses • Pupil’s writing is often imaginative and clear although this is not sustained • Pupil uses the main features of different writing appropriately • Pupil is beginning to adapt writing for different readers
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Spelling, Punctuation and Grammar

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