

Examiners' Report

Principal Examiner Feedback

October 2020

Pearson Edexcel International Award in  
Primary

In English

JEH11/01 Year 6

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## Introduction

Candidates appeared to engage very well with the non-fiction and fiction texts and the grammar and writing sections. There were very few instances where questions were not attempted, across all ability levels. This would indicate that both the questions and the availability of marks were mostly accessible for all.

### Question 3

This question (**RA01**) simply asked for candidates to locate information from the text to show how long people have been learning about electricity. Many candidates were able to identify this information successfully (including those who provided direct quotes). Common incorrect responses would refer to 'since 600 BC' or '200 years ago' – dates and information relating to other pieces of information in the text.

### Question 5

This question (**RA04**) required learners to select an appropriate replacement for 'rubbed'. The correct response was 'polished' but many candidates opted for 'stroked' which is not an appropriate alternative in the context of the quote.

### Question 7

The question (**RA01**) required candidates to identify the correct response by underlining – 'gradually'. Most candidates responded to the instruction to 'underline'. Errors were made by many candidates, however, as they underlined more than one word, indicating careless reading of the question.

(Total for Question 6 = 1 mark)

7 'Scientists gradually discovered more about electricity and different ways to make it.'

Underline the word that shows learning about electricity was a slow process.

(Total for Question 7 = 1 mark)

### Question 8

This question (**RA02**) required candidates to 'tick the extracts from the text that use direct address'.

This proved to be a challenging question for many, showing lack of understanding of direct address. Some candidates had not read the question carefully and only selected one extract.

8 Tick the extracts from the text that use direct address.

Extract	Direct address
Many useful inventions began to appear.	
A famous inventor was Michael Faraday.	
Do you have any of these in your house?	
Here's how to make your own static electricity snake:	✓

(Total for Question 8 = 1 mark)

DO NOT WRITE IN THIS AREA

### Question 9

There were two marks available for this question (**RA05**). Most candidates were able to refer to the question in context, rather than provide a generic response, and were able to achieve one mark for general responses identifying that most people have these machines in their houses with some minimal reference to authorial intent: 'he says' and so on. Far fewer candidates were able to express that the author's intention was to show just how widespread the use of motors are in everyday life.

9 'Do you have any of these in your house?'

Explain why the writer asks this question.

He has asked a ~~rt~~ this question to directly address the reader to ~~who~~ ~~will get~~ ~~is~~ which will make the reader more interested

Q09 0

(Total for Question 9 = 2 marks)

Q09\_Total

### Question 11

This question had an **RA03** focus, with learners having to indicate which strategies the writer had used to organise the structure of the non-fiction text. Whilst most candidates were able to identify one or two correct organisational devices, there were not many who managed to identify all three for the mark. Additionally, there was further evidence in this question that some had not read the question carefully and only selected two strategies. It would be useful for centres to focus more on organisational devices to prepare candidates for future questions of this type.

### Question 14

Candidates were required (**RA02**) to 'write another word for 'taut'. The most common correct answer given was 'stretched'. Significant numbers of candidates were not able to provide a suitable replacement word. This would indicate that insufficient time studying the meaning of unusual vocabulary during the pre-release period was designated by some centres.

### Question 15

Another **RA02** question which required an interpretation of how the boy's muscles resemble being 'as solid as green fruit'. Many candidates were unable to closely link the image of the muscles to a solid green fruit and simply made a connection between months of hard work with the growth/strength of the muscles. Many candidates would benefit from further exploration of similes and figurative language.

15 *'The muscles... had grown as solid as green fruit...'* Q15 0

What does this tell us about the boy's muscles?

They were aching from working so long.

(Total for Question 15 = 1 mark) Q15\_Total

15 *'The muscles... had grown as solid as green fruit...'* Q15 0

What does this tell us about the boy's muscles?

That they were big and strong.

(Total for Question 15 = 1 mark) Q15\_Total

### Question 16

This question proved to be a challenging question for candidates. The question focussed on RA02 and RA05. The most common responses referred to a feeling of excitement which addressed RA02.

16 'And although I'd barely slept the night before, I'd never felt so awake.'

Q16 1

What does this tell us about how the writer is feeling?

This tells us that the writer is energized and excited for the day ahead.

Q16\_Total

(Total for Question 16 = 2 marks)

Many candidates were mis-lead about how the boy was feeling and sometimes negated a correct response because they stated that the boy was tired:

(Total for Question 15 = 1 mark)

16 'And although I'd barely slept the night before, I'd never felt so awake.'

What does this tell us about how the writer is feeling?

The writer feels lethargic and exhausted but at the same time he is excited to see how his new invention would turn out.

Few were able to satisfy the RA05 element for the additional mark, where a link of surprise that he wasn't exhausted and was actually very energetic, despite having hardly slept the night before, was required.

**Question 18 (RA01)** was answered extremely well by many candidates. Most were able to find/quote two pieces of appropriate evidence to achieve the full two marks, but nearly all candidates achieved at least one mark.

18 'News of my work had spread far and wide...'

Q18 1

Give **two** pieces of evidence to show this.

- 1 'People began to arrive.'
- 2 'They gathered under the machine.'

Q18\_Total

(Total for Question 18 = 2 marks)

**Question 19 (RA02)** is a tick box question requiring the identification of four elements, with one option already completed for the candidates. It required them to identify which behaviours denoted an impressed or an unimpressed

crowd. There were varying degrees of success with this question but, generally, candidates were able to identify at least one example of 'impressed' and 'unimpressed' behaviour.

**19** Which behaviour shows the crowd is impressed and which shows it is unimpressed?

Tick the correct box.

One has been done for you.

Behaviour	Impressed	Unimpressed
looking up in awe	✓	
staring at the strange and wondrous structure		✓
as if it were a mythical creature.	✓	
These same men had teased me		✓
and still they whispered, even laughed.		✓

(Total for Question 19 = 2 marks)

Q19	1
Q19_Total	

It would be useful for Centres to focus on interpretation of viewpoint at different points in the text.

### Question 21

Many candidates were able to achieve a mark on this question (**RA05**). Common responses were 'groaned', 'bones' and 'arms'.

(Total for Question 20 = 1 mark)

**21** Give **one** word the writer has used to make the tower seem alive.

*'Groaned'*

(Total for Question 21 = 1 mark)

Q21 1

Q21\_Total

**Question 23 (RA04)**. Correct responses focused on the usefulness of the rubbish and their purpose for recycling. A common incorrect response was to quote 'Each piece had been lost and found in a time of fear and hunger and pain'.

**Question 25**, an **RA04** focus, proved to be a straightforward question for the majority of candidates. All instructions were followed carefully, clearly and neatly.

**Question 26** was an **RA05** focus. The majority of candidates gave responses in the first person and linked these responses to the text. Candidates, as well as including text-based evidence, often added their own appropriate responses which indicated a deeper understanding of the boy's character. Some brief responses were too generic (e.g. 'thank you') and precluded the mark. A very small number of responses gave non text-based responses indicating that the boy had the full support of his village throughout/they had helped him construct his machine.

26 'The boy has done it. He has made electric wind!'

Q26 1

Write what the boy might have said in reply to the crowd.

e Here you go ladies and gentlemen, boys and girls, elect you've seen it here first, Electric Wind!

(Total for Question 26 = 1 mark, Q26\_Total

**Question 27 (GA01)** proved a considerable challenge for most candidates. Very few candidates were able to identify both 'never' and 'so' to achieve the mark. Many were able to identify one or the other, but a large number were unable to identify any.

Answer ALL questions.

27 Underline the adverbs in the clause below.

Q27 0

'I'd never felt so awake.'

(Total for Question 27 = 1 mark) Q27\_Total

Candidates would benefit from further exploration, use and identification of a wider range of adverbs.

**Question 28, (GA01)** – 'So' was the most commonly identified coordinating conjunction, and 'although' the most popular subordinating one. Some candidates used mnemonics such as 'FANBOYS' which helped them with coordinating conjunctions. This response was reasonably well attempted, with most candidates achieving 1 mark out of the maximum 2.



Candidates would benefit from further exploration, use and identification of a wider range of both coordinating and subordinating conjunctions.

### Question 29(a) - (GA01)

Unfortunately, there were frequent examples of candidates not attempting this first part of the question where they were instructed to underline the words in the extract written in the past tense. Where it was attempted, candidates did clearly underline the words and most successfully identified the correct three. The most frequent error was the omission of 'left'.

29 (a) Underline the words in the extract below that are written in the past tense.

Q29 0

...they quickly packed up their things. The truck drivers left their vehicles on the road. They crossed the valley towards my home.

(b) Rewrite the extract in the simple present tense.

... they are quickly packing up their things. The truck drivers are leaving their vehicles on the road. They are crossing the valley towards my home.

Q29\_Total

(Total for Question 29 = 2 marks)

### Question 29(b) - (GA01)

29 (a) Underline the words in the extract below that are written in the past tense.

Q29 2

...they quickly packed up their things. The truck drivers left their vehicles on the road. They crossed the valley towards my home.

(b) Rewrite the extract in the simple present tense.

They quickly pack up their things. The drivers leave their vehicles on the road. They cross the valley towards my home.

Q29\_Total

(Total for Question 29 = 2 marks)

In cases where candidates did correctly identify the verbs in 29(a), some did not change them into the simple present tense. Many candidates confused this with the present progressive tense. Where the correct tense was used, spellings of the verb forms was generally accurate – in particular 'leave'.

Candidates would benefit from further exploration, use and identification of the simple past and present tenses and the past and present progressive tenses.

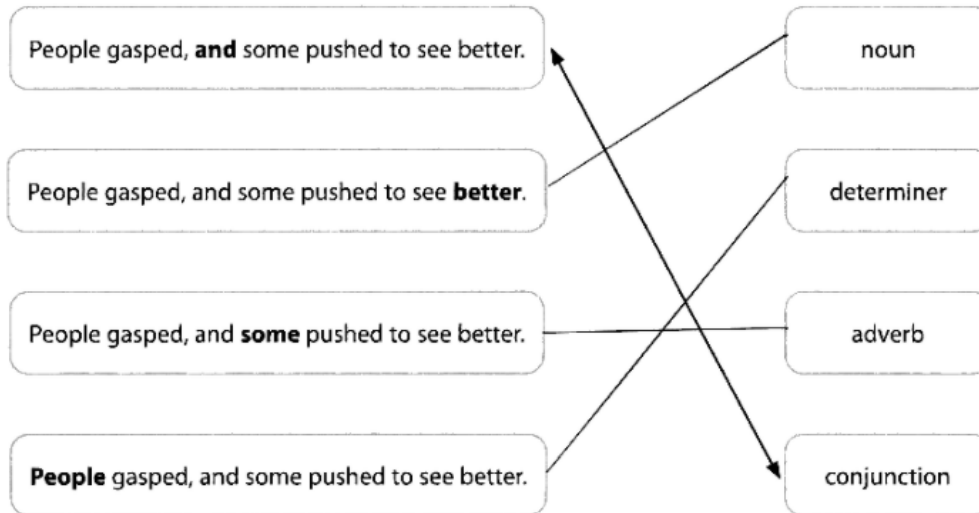
### Question 30 (GA01)

Candidates approached this question with mixed success. Responses mostly received a total of either 3 marks or 1 mark.

Candidates often found the identification of the adverb and the determiner the most difficult. Where 1 mark was achieved, it was usually for the correct identification of the noun. Candidates would therefore benefit from further exploration, use and identification of all eight word classes.

**30** Draw a straight line to match the word in **bold** to its word class.

One has been done for you.



(Total for Question 30 = 3 marks)

### Question 31 (GA01)

Candidates generally answered this question well and many achieved at least one mark. The final homophone proved the most difficult and commonly incorrect.

### Question 32 (GA01)

Most candidates were able to demarcate the sentence correctly with a capital letter and full stop. However, a common error was candidates not capitalising the proper noun and/or incorrectly capitalising 'village' or 'country'. The comma was generally correctly placed.

32 Insert the correct punctuation into the sentence below using capital letters, a comma and a full stop.

As william watched from the high tower, he could see the village and the rest of his country.

(Total for Question 32 = 2 marks)

Candidates would benefit from further work on distinguishing between common and proper nouns.

### Question 33 (GA01)

Whilst candidates mostly used ticks to complete this question, many did opt to write the correct (and often the incorrect) answers into the columns. These answers were credited wherever appropriate, but this method of responding often led to candidates becoming muddled with their responses.

33 Complete the table below to describe the position of the apostrophe in the sentences.

Apostrophe	Correct	Incorrect
the'yd laughed at him		✓
that's amazing	✓	
Its' marvellous		✓

(Total for Question 33 = 2 marks)

Q33

2

Q33\_Total

33 Complete the table below to describe the position of the apostrophe in the sentences.

Apostrophe	Correct	Incorrect
the'yd laughed at him	they'd	They'd
that's amazing	That's	that's
Its' marvellous	it's	it's'

(Total for Question 33 = 2 marks)

These responses were both awarded two marks. Candidates demonstrated a much stronger awareness of the correct contractions of the apostrophe than in previous papers.

### Question 34 (GA01)

This question was very well answered by most candidates, either circling or underlining the correct prefix 'dis'. The most common incorrect prefix selected was 'im'.

### Question 35 (WA01 and WA02) Form, Communication and Purpose (FCP)

Most candidates responded very positively to this writing prompt. It was very rare to see it not attempted and candidates evidently left themselves sufficient time in the exam to be able to compose a fair response, which has not always been apparent in previous papers.

Stronger responses showed evidence of planning and/or annotation of key prompts in the question:

Question Number	
35.	Writing task.
	Essay plan.
	Paragraph ① = • Name of the invention.
	• Examples of its functions in bullet points.
	Paragraph ② = • <del>Examples of why people find it so useful in numbers.</del>
	Paragraph ③ = • My ideas on how people in the future might take advantages from the invention.

There were responses which did not focus on the task. For example, there were several narratives which featured fictional accounts of a class putting items in a time capsule. Others described creating a new invention. A few responses were primarily an instruction text. A number of responses paraphrased the prompt as their introductory paragraph.

However, most responses did include some content relevant to the task. Many responses achieved Band P1 or low P2 for this strand. It was pleasing to see more established control and confidence of style in top Band P2 in some cases. Paragraphing and clear sections were evident in many responses, with varying degrees of ability to sequence relevant ideas. Description in some cases was simply a list of features. Nevertheless, there was evidence of clear persuasive writing to say why the machine/device should be included.

The most common item to include in the time capsule was a laptop or mobile phone. The nature of the question encouraged candidates to write about something of which they had personal experience.

### **Question 35 (WA03) Grammar, Punctuation and Spelling (GPS)**

GPS skills appear to be steadily improving based on previous paper performance. Basic sentence structure and punctuation is evidently becoming more secure, alongside the appropriate use of commas. There was some evidence of higher-level punctuation (colons, semi colons, brackets and dashes) though these were not always used appropriately. Spelling overall is very accurate or phonetically plausible, even with complex spelling patterns.

#### **Example:**

The invention I chose to put in the time capsule is the microwave oven. The microwave oven is a box-shaped device that uses mains electricity. It is mainly used for heating food or drinks. You can also defrost frozen food, reheat refrigerated food or cook small amounts of food. Traditional microwave ovens have a timer you set according to how long the food requires heating. Newer microwave ovens have a barcode scanner that allows you to scan the barcode on the food packaging, and the microwave oven will automatically set the recommended time and temperature.

Microwave ovens are particularly useful for busy people and people who are not able to use a stove. They heat the food thoroughly and efficiently. They are speedy, which allows people in a rush to have a meal quickly. Many shops also sell microwavable food and glassware. Microwave safe glassware is important as not all containers are suitable for microwaves. Microwaves also allow people to enjoy leftovers, hot and fresh, meaning there is lesser waste.

I think microwaves are suitable for the time capsule because they are a very important invention that has an amazing way of converting electricity to heat. It does not require a battery, thus it will last a long time. It has helped many people, as nearly every household contains one. They are always there to help us in times of rush and hurry. And I feel they will help many people in the future too. People of the future can learn about how we lived and prepared food, they can also make advancements in the microwave's technology. A microwave can also be an inspiration for future inventions, that can help solve daily struggles. Microwave ovens have helped many people in the past, and I believe it will help many people in the future too.

**FCP mark – 6 (maximum 9) Band P2**

**GPS mark – 5 (maximum 6) Band P3**

### **Summary**

It will be of immense benefit for candidates if all centres ensure they maximise the opportunity to explore the pre-release of the JEH11 Source Booklet (non-fiction and fiction texts). This will ensure that all candidates have had the opportunity to become familiar with a range of vocabulary, linguistic devices and underlying themes, prior to attempting the Question Paper.

Candidates are showing positive developments in the GPS strand, showing better understanding of basic grammatical sentence structure and punctuation. In the FCP strand, a focus on planning tasks and expanding on this to develop sections and paragraphs, across a range of text types, would be beneficial.

