



Examiners' Report

Principal Examiner Feedback

October 2021

Pearson Edexcel International Award in
Primary English (JEH11_01)

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

November 2021

Publications Code JEH11_01_2110_ER

All the material in this publication is copyright

© Pearson Education Ltd 2021

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. Most candidates appear to have accessed the reading texts in the permitted weeks prior to the examination and explored them to a great extent.

Section A Reading

Question 2 (RA02)

This question had a fairly high success rate. The most common incorrect choice was 'soft'.

Question 3 (RA02)

This question had a fairly high success rate. The most common incorrect choice was 'traits'. Candidates are generally accurate when being asked to copy the appropriate word. Some chose to write two words and it would be useful to focus here on checking the question stem closely – asking for 'the word'. Other incorrect responses resulted from some candidates writing words which were not from the given quote.

Question 4 (RA05)

Many candidates demonstrated increasing confidence to answer this type of question and reference the reader in their response. Many of the responses referred to the need for the reader to engage with/show interest in the text. Very few were able to achieve the second available mark for stating *how* i.e., addressing the reader directly. There were also many responses which simply reworded the question stem by saying that the writer wants you to learn more about foxes.

Question 7 (RA01)

This question required candidates to find and copy the correct information – or provide an alternative. Whilst it was mostly well answered, incorrect responses did not indicate that ten years approximates life span.

Question 8 (RA03)

This question had a fairly high success rate, with many candidates referencing subheadings and paragraphs. It would be useful for other acceptable responses to be explored during teaching of other texts within the curriculum - e.g., reference to sentence lengths or explanation of unusual vocabulary. A continued focus on organisational devices to prepare candidates for future questions based on this assessment objective overall is recommended.

Question 9 (RA02)

This question was attempted by the majority of candidates. However, many heavily quoted the text – often copying out a large chunk of text directly from the source booklet. In order to gain the second mark, candidates needed to show an understanding of the development of the text. Some candidates only changed one or two words, so it was difficult to ascertain whether it was an

incorrectly copied text lift or an interpretation of the ideas in the text pointing to the reasons for survival of foxes.

Question 12 (RA02)

This question proved challenging for most as it required candidates to interpret the phrase 'days and weeks' rather than repeat/reword what the quote said. A common incorrect response was 'it took days and weeks (to find the fox)'.

Responses which identified the rarity of the fox's appearance were extremely uncommon and usually came from pupils who could clearly deduce this from the text. Many incorrect responses cited the camouflage aspect as they had misread the question e.g., the fox was dark and so was the ravine as a reason why the fox might be missed by the author.

Question 13 (RA04)

Candidates were required to identify another word for 'idols'. The most common correct answer given was correct - 'gods'. Incorrect responses tended to be 'exiles'.

Question 14 (RA02)

This question was mostly well answered. Most candidates gained the marks by referencing the dark. Credit was also given to candidates who showed understanding of the density/crowding of vegetation cover, such as 'filled with plants'. A number of incorrect responses referred to how the writer was feeling himself, rather than his surroundings. Useful exam technique would be to highlight key words in the question stem relating to the 'writer's surroundings'.

Question 15 (RA01)

As expected, this was a very well answered question by most candidates.

Question 18 (RA04)

This was answered extremely well by many candidates.

Question 19 (RA02 and RA05)

Approximately half of all candidate responses achieved 1 mark for correctly referencing the quietness/stillness.

Frequent incorrect responses referred to the writer being afraid.

Approximately one fifth of candidates managed to demonstrate the understanding required for the award of the second mark. They were able to understand and emphasise that the ticking of the watch was mentioned to show just how quiet/still the surroundings were.

Question 20 (RA04)

This question was answered well by most of the candidates according to the parameters of the mark scheme.

Also acceptable was that responses could identify an appropriate feeling. This was key as a number of pupils suggested such things as tired, exhausted, bored, relaxed, uncomfortable, and so on which was not supported by evidence in the text.

Question 21 (RA01)

Mostly well answered. 'circling' was the most common error. Again, exam technique strategies would be useful to reinforce to some candidates that if the question stem requires them to 'underline the word' they must not select any additional words.

Question 23 (RA03).

This question offered a maximum of two marks, which just under half of the candidates achieved. Around a quarter of candidates scored zero marks. This would indicate that candidates would benefit from more opportunities to practise sequencing the chronological order of events and the use of text marking the key phrases may support them to do this.

Question 25 (RA05)

This question was answered remarkably poorly in comparison with performance in previous years, with only 37% gaining the mark. For credit, the candidates need to provide an appropriate text-based reason for motivation to continue reading. Those who did not gain any credit had not made any reference to Tom or the fox. There were a wide range of generic answers e.g., 'because it's interesting,' 'uses good language,' 'ends on a cliff hanger,' 'to find out what happens next'. Others who were not awarded a mark seemed to be referring to the fact file and wrote they 'wanted to learn more about foxes.' It would be useful for future candidates when approaching this type of question to ensure that they make appropriate reference to the fiction text.

Section B Grammar and Punctuation

Question 26 (GA01)

This question was answered very well by most candidates. They had to identify the adjective in the sentence.

Question 27 a/b (GA01)

Approximately, 25% of candidates scored the maximum 2 marks. Placing the sentence into the present tense was more difficult for many candidates who found it difficult to transform 'stuck' to 'sticks' or 'is sticking'. Candidates would benefit from having more experience changing irregular verb forms into the past and vice versa.

Question 28 (GA01)

This question was mostly very well answered for 2 marks. The most common error was to write 'she did' as full form of 'she'd.'

Question 29 (GA01)

This question was mostly very well answered – candidates demonstrated significant improvement in this paper to correctly identify a range of present and past tenses.

Question 30 (GA01)

This question was mostly very well answered – candidates demonstrated significant improvement in this paper to correctly identify a range of word classes.

Question 31 (GA01)

This proved a challenging question – as expected – and around 40% of candidates achieved the full 2 marks. Correct demarcation of speech continues to improve. A common error was to put a comma as well as the question mark in the sentence and also another common error was to put a comma after the word think. Candidates increasingly demonstrate that the question mark should be inside speech marks.

Question 32 (GA01)

A common error was in the question was candidates capitalising ‘summer’. It may be useful to have some more opportunities to revise the rules of capitalisation of proper nouns, days, months, and seasons.

Question 33 (GA01)

Candidates continue to show steady improvement in the ability to transform the passive into the active voice. A common error was candidates keeping the sentence in the passive voice and changing the tense.

Question 34 (GA01)

Candidates gaining the mark have demonstrated that they know how to spell the subordinating conjunctions – the most common answers being ‘as’ and ‘because’. Common incorrect responses involved the inclusion of coordinating conjunctions in the response. Further work on the distinction between subordinating and coordinating conjunctions may be of benefit.

Question 35 (GA01)

Candidates continue to make steady progress with the correct selection of the prefix.

Section C Writing

Question 36 (WA01 and WA02) Form, Communication and Purpose (FCP)

It was again very pleasing during this series to see that only a few candidates failed to attempt this question. Most candidates responded very positively to this writing prompt. It was very rare to see it not attempted and most candidates left themselves sufficient time in the exam to be able to compose a fair response, demonstrating their ability to respond appropriately to the set task. This has not always been apparent in previous papers.

Many candidates chose an appropriate animal (lion, tiger, panda, elephant, cheetah being most popular) and described the physical features of them. Many pupils added a single paragraph at the end giving their views on wildlife parks. This format shows that they read the prompt and completed the task to the best of their ability. There were some examples of less appropriate animal selection i.e., those who chose to write about domestic pets, for example. It would be useful to continue to provide candidates with opportunities to ‘text mark’ key aspects of writing prompts from previous papers in order to prepare them for tackling required content of the composition during the examination. Stronger responses showed evidence of planning and/or annotation of key prompts in the question.

A few pieces of narrative writing were submitted and unfortunately, they failed to achieve any marks under the FCP criteria. Furthermore, in some cases, candidates were heavily reliant on the non-fiction reading prompt about foxes, often borrowing/manipulating large chunks of text. Unfortunately, this limited the award of the marks that could be given for both FCP and GPS

It was pleasing to see an increase in a 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.

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.

Reading

It would be helpful to continue to support candidates with the requirements of each question which can be gathered from close reading of the questions. The Reading Assessment Objectives (RAO 1 - 5) will guide teachers to support candidates to prepare to give more precise answers – for example, Questions 9 and 12 which require some interpretation of information (RAO2) rather than simple retrieval (RAO1).

Grammar and Punctuation

Many aspects of the areas assessed continue to make steady improvements across all abilities, for example identification of tenses and knowledge of word classes. Further support for some candidates will be required to improve punctuation surrounding direct speech, transformation of irregular verb forms from the present to past and vice versa, and also distinguishing between coordinating and subordinating conjunctions.

Writing

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