



Examiners' Report

Principal Examiner Feedback

Summer 2022

Pearson Edexcel International
iPrimary English Award (JEH11)

Paper 01

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Introduction

Candidates appeared to engage very well with both the non-fiction and fiction texts and the grammar 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 appeared to have accessed the reading texts in the permitted weeks prior to the examination and explored them to various extents.

Section A Reading

Question 2 (RA04)

This question had a high success rate. The most common choice was correct: 'fascination'.

Question 3 (RA02)

This question proved unexpectedly challenging for many candidates. The most common incorrect responses were when the words from the quote in the question were simply repeated. The assessment focus here requires candidates to draw inferences/deduce/interpret information provided and it would be useful for candidates to practice being able to focus on 'why' – giving reasons for the information provided and 'reading between the lines.'

Question 6 (RA01)

This question required candidates to find and copy the correct information – or provide an alternative. It was extremely well answered, and showed a significant improvement in this area compared with previous papers. Candidates who were not credited often referred to 'treasure' but without further explanation.

Question 7 (RA01)

As with Question 6 – this question was remarkably well answered by most candidates.

Question 10 (RA03)

This question had a fairly high success rate, with slight improvement from previous papers, with many candidates mentioning bullet points and paragraphs. However, many candidates wrote acceptable responses alongside incorrect ones. As stated in previous reports, 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 therefore recommended.

Question 11 (RA05)

As an RA05 question (and up to 2 marks), authorial intent was required in the response in order for it to be credit worthy. It was apparent that this had not been covered by some of the centres and so it was not uncommon to see responses which appeared to address the Mark Scheme but were written as a statement and therefore received 0 marks. Whilst many of the responses referred to the need for the reader to engage with/show interest in the text, very few 2 marks were awarded as

expanded responses were most frequently repetitive and failed to address two points from the Mark Scheme distinctly.

Question 13 (RA01)

This question was well answered by most candidates. Almost all of the responses referred to the reflection of the tiny plane and secured 1 mark. Some went too far with quoting from the text and so their answer was imprecise and not credit worthy.

Question 14 (RA05)

This RAO5 question presented similar challenges to some pupils who had not been able to express that authorial intent must be included in the response in order to make it credit worthy. Candidates also found it difficult to identify that a comparison of the sizes of the river and the plane was the focus of the question; there were references to the colours, the reflection, and the impending crash. Responses which were awarded 1 mark usually identified the size of the river OR the size of the plane. Some candidates did identify both but failed to recognise the contrast between them. Most pupils selected words from the text to express size, but it was not unusual to come across their own choice of vocabulary e.g., 'ginormous'. Unfortunately, there were some responses which recognised the question was about the size, but they failed to be specific, such as 'she compares the size of the plane with the size of the Amazon River'. Consequently, very few candidates achieved the full 2 marks for this question.

Question 17 (RA01)

A well answered question, on the whole. Incorrect responses usually referred to the collapse of the pilot.

Question 23 (RA02)

This was an RAO2 question worth a total of 2 marks. It was not anticipated to pose too much difficulty for candidates. However, very few of them achieved the two marks available. It appears that a great many of them sourced their response from the paragraph preceding the one given in the quote as part of the question. Many of the answers referred to Fred running (and therefore becoming exhausted) and gasping/choking. Others simply quoted the first part of the sentence following the given quote even though this did not answer the question. There were some responses which correctly interpreted 'singed/charred' as the effects of burning but these were few and far between. A common response was 'there was a lot of smoke' but they failed to expand on how this affected Fred. Another common misconception was that Fred was seeking help – this is not text based and consequently is not in the Mark Scheme.

Question 26 (RA05)

Candidates performed slightly better than expected, in comparison with recent papers. The issue with incorrect responses was sometimes failing to address the authorial intent/impact on the reader required as an RAO5 question. Many candidates gave generic responses which were not acceptable as they did not relate to details from this particular text.

Section B Grammar and Punctuation

Question 28 (GAO1)

Most candidates knew what was required for this question and a good proportion of 2-mark responses were seen. One of the most common errors was missing the third person 's' off 'comes' and 'begins'. Another was the misspelling of 'beginning' for those who attempted to use the present progressive tense. A few pupils interpreted 'Rewrite' as 'Reword' and attempted to change the sentence, but this was not common.

Question 30 (GAO1)

This question presented a maximum total of 3 marks. Pleasingly, the majority of candidates achieved at least 1 mark. Many candidates achieved the full 3 marks, and it is clear that candidates are being well supported to achieve in this aspect of grammar.

Question 32 (GAO1)

An increasing number of candidates demonstrated improving skills of punctuation of both direct speech and sentence demarcation, compared with previous papers.

Question 33 (GAO1)

This was answered extremely well by most candidates, evidencing focussed teaching of when to use capital letters.

Question 34 (GAO1)

The notable increase in the number of correct responses for this grammatical aspect showed a clear and pleasing improvement in candidate skills (transforming sentences between the active/passive voice). Errors tended to be around tenses – using 'was' instead of 'were' being the most common mistake. Candidates who had no understanding of what the question was asking them to do often just repeated the sentence given in the question or randomly changed some of the words.

Question 35 (GAO1)

Most common errors were 'and'/'then'. In order to increase performance, future candidates should have further opportunities to distinguish between not only subordinating and coordinating conjunctions but also to consider appropriate choices within those subgroups.

Section C Writing

Question 37 (WAO1/WAO2) Form, Communication and Purpose (FCP)

Question 37 (WAO3) Grammar, Punctuation and Spelling (GPS)

Summary:

The writing task performed as expected allowing for accessibility at all levels in complete comparability with the 2106 and 2110 series.

Notably, P1 candidates managed to score at least minimally and seemed engaged with the 2206 writing task.

However, candidates at all levels were inordinately focussed on the audience perspective of ‘prize-giving day’ at the expense of the wider diary writing task of describing a memorable journey to be displayed in the school hall for parents and other guests attending. Whilst most pieces of writing were awarded marks in the lower to middle bands, it must be acknowledged that, with the time restraints imposed by the test, generally, the quality of the writing submitted continues to be maintained and improve gradually from last series to this.

FCP and GPS Strands:

When assessing the independent writing compositions, it was clear that the majority of candidates had the words ‘diary’, ‘journey’ and ‘prize giving day’ firmly in their minds. However, the importance they gave to each of these (and the approaches they used) varied greatly. A positive approach was applied to marking the candidate interpretations of this task. Very, very few candidates failed to submit any attempt (not attempted) and once again, very few 0 marks were given. This is extremely pleasing to note and a remarkable achievement for all candidates and centres, given significant challenges globally, due to the pandemic.

Most of the writing was a recount of a physical journey they had undertaken and many of them provided enough detail to engage the reader and showed an awareness of the audience – some of them addressed ‘Dear Diary...’ The majority of centres have obviously taught candidates about the importance of paragraphs in their writing but, of course, some students are still insecure about how/when to use them accurately particularly at the end of their work; much of the writing seen ended abruptly. Even candidates who did not include paragraphs showed skill at writing chronologically although this particular task lent itself to that. WAO1/WAO2 (FCP) marks were mostly met in Band P1 or the lower part of Band P2.

Punctuation in simple sentences was usually accurate, however, attempts at sentence structures where complex sentences were attempted often had excessive use of a comma splice or commas used in place of full stops. Commas used in lists were mostly accurate but there were inconsistencies in their use to mark clauses.

There was evidence, in a few cases, of candidates peppering writing with many types of punctuation randomly, but this is not unusual at this level. Spelling tends to be mostly accurate. However, this will need to be continually monitored in future papers. Handwriting can be quite difficult to interpret at times as many centres teach a variety of cursive styles. Additionally, some candidates do have fine motor skills issues. Regardless, all of the scripts are marked positively and reviewed (in rare cases) if illegible by the original marker.

Overall Summary JEH11 2206 paper

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.

Centres should access both 'Specification' and 'Sample Assessment Material' documents from the iPLS area within Active Learn Primary: <https://www.activelearnprimary.co.uk/login?e=-1&c=0>

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 and can be found in the specification document mentioned above.

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 structures 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.

