



Examiners' Report

Principal Examiner Feedback

October 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.

**Please refer to the Source Booklet, Question Paper and Mark Scheme documents.**

**The most relevant questions to exemplify development points in this report have been replicated below, where appropriate.**

## **Section A Reading**

### **Question 2 (RA04)**

*'The green sea turtle is one of the largest of its kind.'*  
*Underline the word that means 'category'.*

This question proved mildly more challenging than anticipated. The most common incorrect response was 'largest'.

### **Question 3 (RA02)**

*Why is the writer worried about these turtles?*

This question proved mildly more challenging than anticipated. Whilst many candidates did refer to 'extinction' or being 'endangered', frequent incorrect responses referred to being 'in danger', which was not credited. Additionally, further incorrect responses that sometimes were given – 'numbers decreasing' and 'falling drastically' were not credited.

### **Question 5 (RA05)**

*'...but they can grow up to 1.5 metres...'*  
*Why does the writer use the word 'can'?*

This challenging question was answered very strongly, overall. This question focussed on candidates commenting on the intention of the writer. Some candidates did not reflect this in their responses and so could not be credited. Some candidates lifted the word 'can' from the question without additional explanation, and so also could not be credited.

### **Question 6 (RA03)**

*'The dorsal (back) curved shell...'*  
*How does the word in brackets help the reader?*

This question proved mildly more challenging than anticipated. Successful responses explained the purpose of the bracketed word clarifying meaning for the reader. Frequent incorrect responses

mentioned the purpose as showing the location/position of the noun, which was insufficient for the mark.

### **Question 7 (RA01)**

*Why are the turtle nesting habits so special?  
Give one reason.*

This question proved much more challenging than anticipated. This question required the candidates to find and quote/loosely copy relevant information.

Successful responses were mainly credited from bullet points 1, 2 and 5 in the Mark Scheme. Incorrect responses did not adequately focus on 'special' habits of the turtle. In these cases, generic facts such as 'they laid their eggs in sand/holes' were not creditworthy.

### **Question 8 (RA04)**

*Endangered!  
Circle the word that is closest in meaning to 'endangered'.*

This question was well answered – much more strongly than anticipated. The most frequent incorrect response was 'extinct'.

### **Question 9 (RA01)**

*What are some of the purposes of this text?  
Put a tick in the correct boxes.*

*One has been done for you.*

- *To encourage safer fishing*
- *To reduce turtle numbers drastically*
- *To describe how unique turtles are*

The first (encourage safer fishing) proved to be the most challenging statement to consider, for some candidates.

### **Question 11 (RA05)**

*How does this text help readers to care about the green sea turtles?*

This RA05 question was challenging to some candidates who had not been able to express that authorial intent must be included in the response in order to make it credit worthy. The focus was on explaining how, rather than why, the text helps the reader to care. Incorrect responses tended to give reasons 'why,' for example, 'because it gives information about the turtles.' This is not creditworthy, for the aforementioned reason.

### **Question 13 (RA02)**

*'Bit by bit scores of others emerged...'  
What does this show about the babies?*

This question proved much challenging than anticipated. Incorrect responses focussed on paraphrasing the ‘bit by bit’ as an alternative, rather than interpreting it. Another misinterpretation involved responses which focussed on the movement of the baby turtles, rather than the way they emerged.

A frequent correct response was bullet point 2, referring to either ‘many’ or ‘a lot’ of turtles.

#### **Question 14 (RA01)**

*What did the baby turtles look like?*

Many candidates were able to give more than the required points for one mark, therefore, it was very well answered. It would be useful to prepare candidates to work to the line spaces and marks available, so that they do not spend time writing a great deal in such a question as this when they have already gained the marks.

Incorrect responses referred specifically to the (single) albino turtle, rather than the (plural) ‘turtles’ as a whole group. During the examination, candidates may highlight/text mark as needed. This will support them with identifying key words in the questions and the Source Booklet.

#### **Question 15 (RA02)**

*‘A bale of tiny turtles...’*

*What does this tell us about the babies?*

Most candidates did not manage to achieve the full two marks.

A common response for correct 1 mark was ‘lots of them’.

Baled was more difficult to interpret – common correct responses were ‘groups’, occasionally ‘bunched’, and more rarely, ‘pack’.

Frequently incorrect responses were interpretations of ‘tiny’ which is in the question and not creditworthy.

#### **Question 18 (RA02)**

*How did Razi encourage the albino turtle?*

This response was answered very well by many candidates. For example, by saying ‘most of your friends are leaving’.

#### **Question 19 (RA01)**

*‘...a yellow-beaked ibis wheeled past.’*

*Why was the bird a danger?*

This response was answered very well by many candidates. Common creditworthy responses referred to the birds being enemies/predators who may attack/eat/harm the turtles.

#### **Question 21 (RA03)**

*Put these events in order 1–5 as they appear in the text.*

*The earliest (1) has been done for you.*

- *'...dots of black on the rolling blue waves...'*
- *'Razi held his breath.'*
- *'...they swarmed up to meet it.'*
- *'...Razi watched in awe.' (1)*
- *'They hopped into the water...'*

This was well answered by many candidates – most who attained marks were awarded the full 2 marks.

#### **Question 22 (RA04)**

*'... it couldn't completely dislodge the sadness...'*  
*Underline the word closest in meaning to 'dislodge'.*

This response was fairly well answered. However, the incorrect responses tended to be 'spread' around other options indicating guessing.

As ever, it is of great benefit to candidates when schools access the pre-released Source Booklet and explore the text and unusual vocabulary with entrants.

#### **Question 23 (RA04)**

*Draw a straight line to match **each** noun listed below to the correct verbs.*  
*You must match **all** the verbs*

*One has been done for you.*

<b>Noun</b>	<b>Verb</b>
<i>The sun</i>	<i>saw</i>
	<i>rose</i>
<i>The sea</i>	<i>squinted</i>
	<i>prickled</i>
<i>Razi</i>	<i>glittered</i>

This question proved challenging for many candidates – many did not follow the instruction of joining **each** noun to its verb, and therefore some nouns were not matched at all. Correct responses recognised that some nouns needed to be matched with **two** verbs.

As mentioned earlier, during the examination, candidates may highlight/text mark as needed. This will support them with identifying key words in the questions and the Source Booklet.

#### **Question 24 (RA05)**

*How does the writer build up tension about the object on the horizon?*

This question was intentionally one of the more challenging for candidates and this was reflected in success rates. The focus of this question relates to RA05 where the methods that the writer uses need to be referred to. Candidates would sometimes refer to *what* was happening but did not take this further to explain *how* the tension was built.

It would be beneficial for schools to continue to explore writer devices of building tension/mystery within other reading material.

**Question 26 (RA05)**

*Give one reason why a reader would want to keep reading this story.*

Responses to this type of question showed some improvement during this series. However, many responses were still too generic, for example, ‘because it is exciting’. Additionally, there was a further challenge to this question centred around the text. Chronology of events is important within it, and some candidates struggled to spot that the end point impacted on the text references to give as reasons to continue reading. For example, it would not be precise enough to refer to finding out if ‘it was a boat.’ This fact had already been revealed in the text.

**Section B Grammar and Punctuation**

**Question 27 (GA01)**

*Underline the adjective in the phrase below.*

*‘...careful not to step on any...’*

Candidates responded successfully, as expected, to this question.

**Question 28a and b (GA01)**

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

*They swarmed up to the wave. They hopped into the water and greeted it.*

*(b) Rewrite the sentences in the present tense.*

It was very pleasing to see that the majority of candidates attempted both parts (a) and (b) in this question.

(b) Hop – a common error was writing its present tense with a double ‘pp’. Some candidates may find it useful to have more practice with changing past/present spellings and vice versa.

A common error was a misread/write of swarmed to ‘swim’.

**Question 29 (GA01)**

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

*One has been done for you.*

**Contraction**

*isn’t*

*you’re*

*they’d*

**Full form**

*is not*

It is pleasing to see that candidate performance continues to improve in this aspect of assessment. Candidates were able to recognise that 'they'd' can be expanded either by 'they had' or 'they would.' However, a very common error was writing 'they did' as the expanded form of 'they'd'. 'You are' was answered consistently well.

### Question 30 (GA01)

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

*One has been done for you.*

<i>Bold word</i>	<i>Word class</i>
<i>The sea shimmered turquoise on the horizon.</i>	<i>preposition</i>
<i>The sea shimmered turquoise on the horizon.</i>	<i>noun</i>
<i>The sea shimmered turquoise on the horizon.</i>	<i>determiner</i>
<i>The sea shimmered turquoise on the horizon.</i>	<i>verb</i>

This was answered extremely well by most candidates, evidencing focussed teaching of the word class categories. The majority achieved 3 marks – most at least achieved 1 mark.

### Question 31 (GA01)

*Insert the missing punctuation into this sentence.  
Will I ever see you baby turtles again Razi asked them*

An improvement in performance was noted in this question type, in that far fewer additional punctuation marks were inserted. An increasing number of candidates demonstrated improving skills of punctuation of direct speech, consistent with previous recent series.

### Question 32 (GA01)

*Underline the words that should start with a capital letter.  
the boy, razi, lived on the island of Serendib in a place called negombo.*

On the whole, this question was answered very well. However, a common incorrect response was 'island' – further work on common and proper nouns may support some candidates in this aspect of assessment.

### Question 33 (GA01)

*Change the sentence below from the passive to the active voice.  
The boat was spotted by Razi.*

Candidate performance was very strong in this aspect of assessment. There has been a consistent improvement in candidate skills to transform sentences between the active and passive forms – very pleasing to note.

### Question 34 (GA01)

*Underline the subordinate clause in the sentence below.  
Razi watched the boat as it moved closer to the shore and felt very excited.*



This question proved almost universally challenging for candidates. There was additional challenge in that the subordinate clause to be identified was embedded in the middle of the sentence. Candidates would benefit from continued support to identify subordinate and main clauses that appear in all parts of the sentence – beginning, middle and end.

**Question 35 (GAO1)**

*Complete the sentence by writing a coordinating conjunction in the gap.  
The dark object swirled closer ..... Razi couldn't tell  
what it was.*

This response was well answered. Many candidates used a variety of coordinating conjunctions accurately.

**Question 36 (GAO1)**

*Underline a suffix from the list below that can be added to the word 'delight' to make a new word.*

*ful able ous ible*

This type of response demonstrated a consistent increase in candidate skills in identifying the appropriate suffix for root words amongst a challenging list of options.

**Section C Writing**

Task:

*The author of 'The Boy Who Met A Whale' is going to visit your school to judge a writing competition about the next part of the story when the boat comes to shore. Write your entry for the competition.*

*The title is 'What Happens Next?'*

*Remember to include:*

- *what happens next*
- *who or what is in the boat*

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

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

**Writing Task Summary (incorporating FCP and GPS):**

The writing task (a narrative) showed significant improvements in the ability of candidates to be able to write with clarity and appropriacy in this genre. There is strong evidence that effective teaching strategies have been deployed to enrich the narrative writing experiences of students.

Specific skills are improving – especially in spelling and in the area of coherence and cohesion. There is strong evidence that candidates have benefited from being taught to use planning strategies/scaffolds before embarking on the writing task. This supported increased performance. It was pleasing to see that only a very small number of candidates failed to register a mark in any area.

It is strongly recommended that the teaching focus continues to be on the use of a variety of planning devices to support the structure and composition of both fiction and non-fiction text types. This will be enriched by a variety of stimuli, having local and cultural interest, as well as wider global issues.

Stronger writing responses evidenced that some candidates had experience a good range of reading texts – either that were read to them, or they had accessed independently. These experiences will provide opportunities to deconstruct texts in order to practice planning using scaffold/structuring devices across both fiction and non-fiction genres.

### **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.

### **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. Having access to a wide variety of both fiction and non-fiction genres (both by being read to and accessing independently) will also support improvements in speaking and listening, vocabulary development, and writing.

### **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 understanding of the different noun groups and also distinguishing between coordinating and subordinating clauses embedded in various positions within the sentence.

### **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.

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