

PEARSON EDEXCEL  
INTERNATIONAL  
GCSE (9-1)

**Online Autumn  
network: 4EA1  
& 4ET1 8.11.18**  
**Presenter: Clare  
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# Session agenda

## English Language A (4-4.45)

- Key points from examiner reports
- Networking: looking back over the first 2 years of delivery
- Review a Paper 1 script
- New resources

## English Literature (4.45-5.15)

- Key points from pre-recorded exam feedback
- Networking: looking back over the first 2 years of delivery
- Review a Paper 1 script
- New resources

## Questions & answers (5.15-5.30)

- Contact details

# English Language A (4-4.45)

# Key points from examiner reports

# Paper 1

**Allow time to proof-read; read all instructions (mark up line numbers for Q1-3) & attempt every question.**

## Section A

- Q1 (2 marks) **word or phrase** (not just single words).
- Q2 (4 marks): make 4 clear points, **own words**, 'explain', relevant lines, don't use bullet points.
- Q3 (5 marks): make 5 points, each with brief quotation to support (not to make the point). Don't do A02. Stick to the extract (not own views).
- Q4 (12 marks): on Text 2 from anthology. A02. Do language & structure but the number of points on each does not need to be equal. Introductions & conclusions not needed. Avoid feature spotting with generic comments on effects. Avoid focusing on only a small part of Text 2.

# Paper 1 continued

- Q5 (22 marks for AO3 links & connections): **Plan** response to ensure good range of points are made. Best approach: make a series of valid points of comparison (on, for example: content, theme, tone, purpose, narrative voice, language & structure), each supported with references from both texts.

## Section B (half of marks on paper)

- Allow time to plan.
- Respond to all aspects of the stimulus e.g. Q6 not just on their pastimes but also the reference to 'in our busy twenty-first century lives'.
- Use given form and audience to inform register & tone.
- Aim for structure, cohesion & completeness (rather than 'an opening').

# Reviewing delivery in the first cycle of delivery: paper 1

- Which questions did your students find most challenging?
- Have the comments in the examiners' report 'answered' any of your questions?
- Let's look at a Paper 1 script in the light of the 2 questions above.
- First a Q5 reading response, rewarded at L5.
- Then, Q7 writing response, rewarded at L5.

# Q5 reading L5 response

**Question 5 is based on both Text One and Text Two from the Extracts Booklet.**

**5** Compare how the writers present their ideas and perspectives about their experiences.

Support your answer with detailed examples from both texts, including **brief** quotations.

→ beauty  
→ impeccable English + you are new for  
→ moments  
→ history of it  
(22)

# Commentary on Q5 response

S5E	0444002231663	Level 5: 21
	<p>The student presents an astute analysis of a comprehensive range of comparisons; references are discriminating and fully support the points made. This response is a high Level 5 and just misses full marks because of the abrupt and incomplete conclusion.</p>	

# Q7 writing L5 response

(Total for Question 7 = 45 marks)

**OR**

**7** 'Life in today's world is just so busy that we do not have time to value the things that really matter.'

You have been asked to deliver a speech to your peers in which you give your views on this statement.

Your speech may include:

- whether you agree or disagree with the statement and why
- the things in life that we should value
- any other points you wish to make.

*Your response will be marked for the accurate and appropriate use of vocabulary, spelling, punctuation and grammar.*

(Total for Question 7 = 45 marks)

# Q7 writing L5 commentary

S7D	0444002234827  <b>AO4</b> This is a mature and sensitive reflection on the issue which fully engages the reader. Communication is perceptive and subtle and there is a sophisticated use of form, tone and register which means this is fully deserving of Level 5.  <b>AO5</b> This is a fine example of Level 5 criteria showing just how the most able students can manipulate complex ideas and skilfully construct a cohesive and persuasive piece. It is extremely accurate and uses an extensive vocabulary leading to a mark of Level 5.	27+18 = <b>45</b>  AO4 Level 5 AO5 Level 5
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# Paper 2: reading

- Don't use exam time to re-read anthology text. Just remind yourself of content.
- Before you start: what are the key points in the text for the question posed.
- Cover whole text (don't use only a small part in your response).
- Responses must answer the question, rather than be a general reader response to the text.
- AO2: comment on the effect of language **and** structure. Provide textual evidence in support.

# Paper 2: writing

- Plan with reader and purpose in mind.
- Try to create a striking opening & make sur you know how you will finish the writing to ensure coherence.
- Before you start: what are the key points in the text for the question posed.
- Take time to organize & craft your writing, being ambitious in your choice of structure & vocabulary.
- Allow time to check accuracy.
- Avoid use of inappropriate language such as swearing.

# New resources

# New resources & support for 4EA1

## Resources:

- Updated [question summaries](#) with R papers
- [Coursework clinic](#) for 4EA1 03 ([pack](#) and [recording](#))
- Summer 2018 exemplars [4EA1 01 & 02](#)
- Pre-recorded exam feedback

## Support

- [Spring network](#): 31 January 2019, 4-5.30.

# English Literature (4.45-5.15)

# Key points from pre-recorded exam feedback

# Paper 1: Section A Unseen Poetry

## Why Candidates did well

- A focus on the question was maintained.
- Candidates explored the whole poem – not just a small section of it.
- Candidates focused on analysing the language, form and structure of the poem (AO2).
- Made comments about specific words and phrases and their effect on the reader.
- Demonstrated an understanding of the poem's meaning.
- Offered a sustained and detailed commentary.

# Paper 1: Section B Anthology Poetry

## Why Candidates did well

- A focus on the question was maintained and there was some balance in treatment of the two poems.
- Candidates explored and compared (AO3) the two poems.
- Candidates focused on analysing the language, form and structure of both poems (AO2).
- Made comments about specific words and phrases and their effect on the reader.
- Demonstrated an understanding of each poem's meanings and supported points with relevant examples.
- Used selective, short quotations.
- Offered a sustained and detailed commentary.

# Paper 1: Section C Modern Prose

## Why Candidates did well

- Candidates focused on the question.
- A range of examples from the chosen novel were included in the response.
- The candidates provided a response that addressed both Assessment Objectives (AO1 and AO4).
- Context supported the points made and was not 'bolt on'.
- Candidates demonstrated their knowledge and understanding of their chosen text.
- Responses did not simply re-tell parts of the novel.
- Responses were sustained, thoughtful and often insightful.

# Reviewing delivery in the first cycle of delivery: paper 1

- Which questions did your students find most challenging?
- Have the comments in the examiners' report 'answered' any of your questions?
- Let's look at a Paper 1 script in the light of the 2 questions above.

# Q7 'Of Mice and Men'

**Question 7: 'Crooks is a cruel and aloof character.'**  
**Explore the character of Crooks in this novel.**

# Commentary on script 20 (628)

This is an assured and perceptive response. Following a brief plan, the candidate considers Crooks's 'cynicism towards George and Lennie's dream' and how Crooks must live in his own room. The candidate engages with the given statement and explains that Crooks must be cruel and aloof 'in order to survive'. This response contains much detail and is clearly above and beyond expectations at this level.

Level 5, 40 marks

# Paper 2: Section A Modern Drama

## Why Candidates did well

- a focus on the question was maintained
- the assessment objectives were addressed: candidates demonstrated their knowledge of the text (AO1) and explored the language, form and structure (AO2). In addition to AO1 and AO2, contextual points (AO4) were included in the Section B response
- they answered the question
- context (Section B only) was integrated and not bolted on.

# Paper 2: Section B Literary Heritage Texts

Why Candidates did well

- candidates supported their points with relevant examples
- a wide range of examples were provided
- candidates offered detailed responses and demonstrated an informed personal engagement
- comments were made in relation to language, form, structure and context.

# New resources

# New resources & support for 4ET1

## Resources:

- Updated [question summaries](#) with R papers
- [Coursework clinic](#) for 4ET1 03
- Summer 2018 exemplars ([4ET1 01](#) & [4ET1 03](#))
- Pre-recorded exam feedback

## Support:

- [Spring network](#): 31 January 2019, 4-5.30.

# Questions and answers (5.15-5.30)

# Other useful links

## **1. Grade Boundaries**

This page shows the minimum marks needed to achieve a certain grade for all UK and international examinations. Also refer to the examiners report which is available for download with other documents.

## **2. Examination Results Statistics**

Results statistics summarise the overall grade outcomes of candidates sitting Pearson Edexcel examinations.

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