



Moderator's Report Principal Moderator Feedback

Summer 2024

Pearson Edexcel International GCSE
in English Language (4EA1/03)
Non-Examined Assessment

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 candidates at: www.pearson.com/uk

Summer 2024

Publications Code 4EA1_03_2406_ER

All the material in this publication is copyright

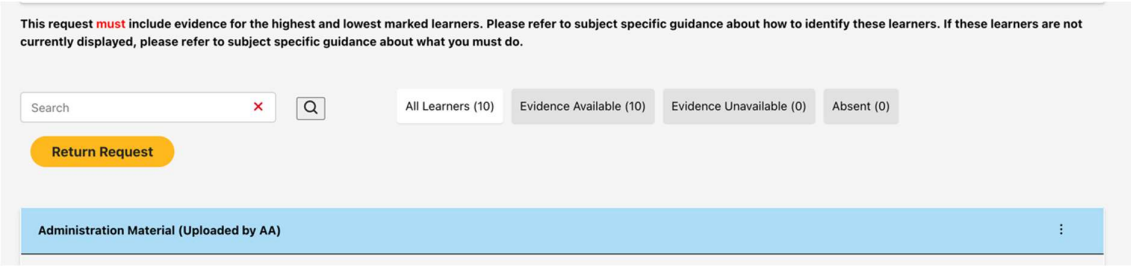
© Pearson Education Ltd 2024

Administration

This was a large summer series with 340 centres globally opting for unit 3 coursework. Additionally, this was the first year of the amended requirements for coursework and application of the new mark scheme. Thank you to all centres who navigated those changes successfully alongside the digital submission protocols.

Whilst the vast majority of centres - indeed all but a few - were aware of the changes to the specification, the mark scheme and the cover sheets, a number of centres seemed to experience confusion with the submission date. These dates are made available very early in the year and can always be double checked via the website and/or the subject team. A number of centres submitted work very late. Indeed, some work even came in after our deadline as moderators for completing the moderation.

Even more surprising, however, was the number of centres who do not include the folders of the highest and lowest marked candidates along with their computer-generated sample. This protocol has been in place since the days when folders were posted to the moderator. It has always been a requirement to send the folder of the candidate in your centre with the highest mark and the lowest mark. I have, on a number of occasions, requested a change to the software to try and have this included automatically. However, until this happens there is a reminder on the LWA dashboard:



This request **must** include evidence for the highest and lowest marked learners. Please refer to subject specific guidance about how to identify these learners. If these learners are not currently displayed, please refer to subject specific guidance about what you must do.

Search All Learners (10) Evidence Available (10) Evidence Unavailable (0) Absent (0)

Administration Material (Uploaded by AA)

In this summer series, almost 20% of centres had one or both of those folders missing and had to be contacted. Because we do not receive the folders by post now, it is only when we open your uploads on LWA that the missing folders become apparent. Consequently, this can severely delay the process for your centre.

The last of the administration niggles, before we move to more positive news, concerns the uploading of folders onto LWA. Please do send the work for each candidate as **one** complete pdf in the following order:

1. Cover sheet: completed with summative comments and internally moderated marks and totals, signed and dated.
2. Assignment A reading.
3. Assignment B Imaginative Writing.

Please do not scan double sided so that numerous blank pages appear in the pdf or upload the items as three (or more) separate pdfs. This will really help our very small team of moderators to meet our deadlines.

Assessment, annotation, and internal moderation

It was so pleasing this year to see how successfully the new mark scheme has been applied. The moderating team fed back that they have seen increased accuracy overall now that the mark scheme has been divided into AO1 and AO2 elements in the same way that writing is divided into AO4 and AO5. We are mindful that few examples were available to centres for this new departure. There will be more to follow now we have more examples to draw on from this series which show both accuracy and good practice.

The removal of the commentary from the coursework requirements has allowed more opportunity for students to show their AO1 knowledge within the essay and for this to be rewarded more holistically. Centres became more aware of AO1 demonstrating comprehension skills related to character, theme, settings and able to reward candidates' inferential reading skills more readily.

However, we have seen real improvement in candidates achieving more of the correct weighting in terms of their AO2 work now the mark scheme is separated. Here we have seen increased subject knowledge demonstrated and more focus from many candidates on analysis. At the lower end of the mark scheme, this can appear as feature spotting - though many candidates showed some knowledge here and an ability to select correct examples thereby covering two of the bullet points of their respective level. Comments on the effect of those choices became a good higher order discriminator and moderators were looking for those candidates who moved beyond the clear statement of effect into more detailed and thoughtful explorations of the possible effects of writers' choices for those higher level 4 marks and then perceptive and original comments for level 5 marks.

As always, thank you to those centres who carefully annotate their folders to show the decision-making process in reaching final marks and who show evidence of an internal moderation process leading to secure and accurate assessment for all of their candidates. Where you have received glowing feedback in your E9 report and have clearly demonstrated good practice, please do consider applying to join our future moderating team. We would love to have your skills and expertise onboard.

Though I have mentioned this in previous reports, it is worth saying again, I feel, that the reading element of the course is a taught element and that often candidates are expressing themselves much more individually when completing their own writing. We often see much less annotation on candidates' imaginative pieces than we do on the reading work, and this can lead to more reticent assessment - especially in terms of the AO5 marks. Candidates very often demonstrate a wide range of skills in their writing, and this could be an area for some additional focus.

Again, as I have mentioned in the past, I would always advise centres that, prior to uploading the sample, the lead assessor reads through the sample folders in rank order from the lowest marked folder to the highest. This can really help centres to ensure that their rank order is secure and ensure those two crucial folders are included with the sample.

Assignment A

It has been interesting this year to see the range and variety of tasks and text choices increase with the new requirements to cover both poetry and prose in the reading assignment. A number of centres used our exemplar material wisely and formulated tasks based on the bullet pointed format we suggested. This really helped candidates to hit the AOs in the required weighting much more methodically. We saw a real range of explorations covering topics such as significant events, resilience of the human spirit, thwarted lives, personal tragedy, oppression, hope in adversity. It was so refreshing to see some new approaches and a sense of enjoyment and engagement from candidates working with the longer prose texts to really explore their chosen theme. The Necklace and The Story of an Hour were perhaps the most popular choices, with Significant Cigarettes also providing a rich source for many candidates - with one notable example looking at interesting characters as the basis for their response.

The more successful candidates were those who were able to weave a thread through their response which related all of their texts to the essay topic. This was very skilfully done in some cases where candidates focused on each text separately to provide depth but were able to use concise transitional paragraphs to move between their chosen three texts.

Word count was an issue in some cases. Whilst our word counts are just suggestions, and we do not penalise candidates who exceed the word count, there is a case for being concise, precise, and cohesive. It is possible for candidates to achieve full marks within the boundaries of the suggested word counts - indeed some of these razor-sharp essays are among some of the best we see. Others who significantly exceed the word count can lose focus on the task or become repetitive and a prudent edit could have improved clearly diligent work.

Assignment B

The moderating team are always astounded by the quality of some of the imaginative writing we see on this component. Indeed, it is this element of the component which really illustrates why coursework is so valuable. Some of the ideas, the creativity, the development of sophisticated and mature narratives really serves to illustrate that we have a future generation of wordsmiths.

Operating at the lower levels of the mark scheme we often see simple narratives, which do have sequence, are organised into paragraphs, and show some accuracy in terms of spelling and control of punctuation. At times these can be under rewarded for AO5. It would be worth considering some additional lesson time on crafting narratives or descriptive pieces. We do often see very stereotypical responses at this end of the mark scheme - the abandoned house story, crimes, robberies whereas some work based on writing from an interesting image could help candidates develop more ideas and skill here than a simple title. It is sometimes interesting to consider how much time we afford to the reading assignment compared to the writing assignment when the balance of marks is equal.

Writing from an image remains popular for candidates in the mid to higher ranges of the mark scheme and we often see great ideas where centres have given candidates a range of images to choose from - similar to the exam - and that element of choice does seem to unlock more potential.

Some candidates tackle some extremely mature individual topics - often inspired by their reading work on the poetry - and war stories, stories from the trenches are often very convincingly written and sensitively handled. We have seen complex narratives dealing with personal tragedy, friendships, sibling rivalry; stories with well crafted gothic or dystopian settings and beautiful descriptive pieces based on the natural world, travel locations or inspired by climate issues or concerns for the environment. Every year there are pieces of writing worthy of being published, pieces which the moderating team inform me have brought them to tears (for all the right reasons) and this is certainly an aspect of the qualification to be celebrated.

