



Examiners' Report

Principal Examiner Feedback

November 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 students at: www.pearson.com/uk

November 2024

Publications Code 4EA1_03_2411_ER

All the material in this publication is copyright

© Pearson Education Ltd 2024

4EA1-03 Principal Moderator's Report November 2024

This was a small series compared to the summer, with most centres submitting folders for only one or two candidates.

Administration

Whilst this was a small series, centres are reminded of the requirement to upload the highest and lowest marked folders from the cohort if these have not already been selected as part of the sample. Thank you to all those centres who completed their cover sheets with candidate numbers, required signatures, mark totals and summative comments. This is the first thing that moderators see and apply to their own record sheets before any moderation of candidate assignments takes place.

Thank you also to those centres who uploaded the folder and cover sheet for each candidate as a single PDF. This is greatly appreciated. We understand how busy this time of year is, but it is recommended that centres perform a final check of scanned folders to ensure all pages and signed cover sheets have been uploaded clearly and in the correct order.

Assessment, annotation, and internal moderation

Many centres showed clear, detailed evidence of an internal moderation process to refine marks and clearly evidence the achievement of candidates against the AOs. The use of different coloured pens was helpful to show the different assessors and preferable to the use of pencil which often does not scan well. Whilst many assessors annotated carefully, there were still a few responses where only AOs were listed in the margin. It is considered good practice for centres to pinpoint the specific skills achieved with a brief comment alongside the AO. Annotations should be directed to the external moderator rather than the candidate. Where annotations were made digitally, it was greatly appreciated when centres used the Review Comments function on Word or PDF commenting tools. Please avoid typing comments in the body of the text.

As seen in previous series, it was noted that centres were confident in their application of the mark scheme for level 3 and top level 5 responses for Assignment A. In this series we saw a number of responses where centre annotations went from identifying level 3 skills to level 5 skills without addressing any of the level 4 descriptors. Centres are reminded to evidence the level 4 skills, such as 'thorough and sustained', before looking towards the level 5 descriptors.

We have often seen centres provide less annotation for Assignment B responses. This series it was pleasing to see several centres really focus in on specific skills and closely reference the level descriptors in their annotations. Through these detailed annotations, moderators were able to clearly see and understand how and where centres were applying the mark scheme and reaching the final mark.

Task Setting: Assignment A

Centres seem to have embraced the new requirements for Assignment A, which first assessed in the Summer 2024 series. There was a range of text choices and topics covered in this series and candidates seemed to engage with their assignments. 'Disabled' remains a popular text choice for centres, but with the new requirement to consider at least one prose and one poetry text, this has led to candidates developing their analysis and perhaps even showing a greater level of originality in their responses. 'The Story of an Hour' and 'The Bright Lights of Sarajevo' were popular choices to go alongside 'Disabled' with candidates exploring themes of loss and isolation. Tasks based on the presentation of women and the female experience were popular in this series and it was pleasing to see candidates show genuine engagement with their chosen tasks. 'Still I Rise', 'An Unknown Girl', and 'The Necklace' were all popular choices. Most centres had designed task titles to focus candidates on the demands of AO2, explicitly telling candidates to explore aspects of language and structure in their responses. In the case of some centres with larger cohorts, it was felt that there could have been a greater range of tasks to suit candidate abilities. There were some instances where challenging titles such as asking candidates to consider the use of symbolism in their chosen texts were used for every candidate. Whilst there were some very successful responses, candidates at the lower end of the mark scheme perhaps struggled to fully develop their ideas and explanations and may have benefitted from a more accessible task such as exploring the presentation of a particular theme.

Assignment B

The imaginative writing tasks this series were varied, with the focus on narrative writing. This series there were not many narratives based on the anthology texts, with candidates preferring to write in the perennially popular genres of fantasy, the supernatural, and high action thrillers. Tasks were clearly focused and candidates tended to stay within the recommended word count, with concise descriptions and focused plotlines which often showed an understanding of the requirements of the intended reader. With a manageable length of task, candidates were often making some exciting style choices and using a variety of techniques such as cyclical structures and dual narratives. Often stories did not have a happy ending, or the reader was left with a gripping cliffhanger. Some centres provided evocative images to trigger a response, whilst others used sentence starters or title prompts. Candidates who were given a freer rein on their chosen task were also able to show control in their narrative choices and produced some engaging writing.

