



Examiners' Report

Principal Examiner Feedback

Summer 2024

Pearson Edexcel International GCSE
In English Language (Modular / 4WEA1)
Paper 01

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

Summer 2024

Publications Code 4WEA1_01_2406_ER

All the material in this publication is copyright

© Pearson Education Ltd 2024

2406 4WEA1 01 PE Report

The examination paper covered in this report is the modular version of Paper 1 of the International GCSE English Language A. It is advisable to read the report for the linear version in conjunction with this report.

Paper 1 Non-fiction Texts and Transactional Writing is assessed through an examination lasting 2 hours and 15 minutes with a total of 90 marks. The paper is organised into two sections each worth 45 marks.

Section A: Non-fiction

This section is worth a total of 45 marks, tests reading skills and is based on an unseen passage (Qs1-3) and a text from the International GCSE English Anthology (Q4) with a total word count of approximately 2000 words. Q5 asks candidates to compare the two texts. In this the first series of the modular specification, the unseen extract was adapted from *Tin Bath Tournament* by Ben Fogle, in which he describes taking part in the World Tin bath Championships in the Isle of Man. The Anthology text was the extract from *A Game of Polo with a Headless Goat* by Emma Levine in which she gives an account of a donkey race that she observed in Karachi, Pakistan. These texts were shown to work well together.

Candidates are advised to spend about 1 hour and 30 minutes on this section.

Section B: Transactional Writing

This section, also worth a total of 45 marks, offers candidates a choice of two transactional writing tasks. A particular form will always be specified and for this series the two tasks were to write a letter to a newspaper giving views about the statement 'As a society we have too many cars and drive them too much. People should consider alternative forms of transport.' (Q6) or to write a guide for young people on ways to build and increase confidence.(Q7). Responses were quite evenly divided between the two tasks.

The Assessment Objectives for this paper are:

AO1: Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives (Q1, Q2, Q3)

AO2: Understand and analyse how writers use linguistic and structural devices to achieve their effects (Q4)

AO3: Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed (Q5)

Section B: Writing

AO4: Communicate effectively and imaginatively. Adapting form, tone and register of writing for specific purposes and audiences (Q6 or Q7)

AO5: Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation (Q6 or Q7)

This is an untiered specification and the choice of texts and questions set are such that all candidates are able to access the paper and to show their abilities in reading and writing. The majority of

candidates sitting the paper in this series responded positively to all questions. The two texts worked very well together and offered plenty of points of comparison.

SECTION A

Question 1

This question, which tests the skills of selection and retrieval, is intended to serve as a straightforward way into the paper and build confidence on the part of the candidates. The question directed candidates to lines 4-6 and asked them to select two words or phrases that describe the weather. There are five possible answers and almost all of the candidates were able to gain the two marks available.

The important advice for this question is to look at the line references given and to select single words or short phrases from the passage, not to attempt to use own words and not to spend time giving comment or explanation which cannot be rewarded here.

Question 2

This question moves on from Q1 by directing candidates towards a larger section of the text. For this examination the question asked candidates to look at lines 41-51 and describe what happens. While most candidates achieved full marks, some did not because they made an insufficient number of valid points or did not use 'own words'.

There was a good range of possible points that could be made; the points that appeared most frequently were about Fogle beginning well but soon getting into trouble and his attempts to put things right again.

The most successful approach for this straightforward 'retrieval of information' question is to make at least four clear discrete points. If these are set out separately then it can help both the candidate and the examiner to see at a glance how many points have been made. It is important to remember that the question asks candidates to 'describe' and therefore, although it is not necessary to write at length, it is not acceptable to simply list very brief points. The response must be written in full and complete sentences that clearly demonstrate understanding and secure interpretation. It is important that the given lines are read closely and carefully.

Question 3

This is the final AO1 question; it is worth 5 marks and, like Q2, requires candidates to show their understanding of the text by selecting and interpreting ideas and information. For this examination, they were asked to look at lines 64-74 and explain the writer's thoughts and feelings.

In Q3, candidates are told that they 'may support' their points 'with **brief** quotations' and most did so to good effect, demonstrating a secure understanding of what was required.

Successful candidates often worked through the set section of the text identifying key points; there were very few who looked at information that was not in the relevant lines but some made an insufficient number of valid points or repeated the same point. Fogle's embarrassment and subsequent feelings of humiliation were well-understood by nearly all candidates as was the fact that he felt unwell at the end.

The best approach to this question is to use a balance of short quotations and some own words interpretation and to make five clear and discrete points. If these are set out separately, it can be useful to both candidate and examiner.

Question 4

This question is on Text Two, the Anthology text, and is assessed for **AO2**: Understand and analyse how writers use linguistic and structural devices to achieve their effects. It is therefore a more challenging and discriminatory question and is worth 12 marks divided over five levels.

In this examination, candidates were asked how the writer, Emma Levine, uses language and structure in the extract from *A Game of Polo with a Headless Goat* to interest and engage the reader.

This piece contains a very wide range of features of language and structure as exemplified in the mark scheme, but these are just examples of possible points that could be made and any valid points that candidates make that are securely rooted in the text can be rewarded. There does not need to be an equal number of points on language and structure, but both should be addressed.

Whilst most candidates had a reasonably sound knowledge of what happened in the text, few achieved a mark above Level 3. This tended to be because the responses were narrative in approach with few quotations and limited understanding shown of the effect of language choices or structural features. Where candidates did pick out literary devices from the text they were often just identified or vague comments such as 'this descriptive image gives the reader a clear insight' or 'long paragraphs give the reader time to process things' were made. Some candidates spent too long on introductory and concluding paragraphs, first outlining what they were going to cover and then summing up the points already made.

Question 5

This question provides the only assessment in the specification of **AO3**: Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.

This question is the most demanding of those in Section A and, with 22 marks distributed between five levels, carries almost half of the total marks available for reading so it is extremely important that candidates allow sufficient time for a developed response.

It was pleasing to see that all candidates attempted the question and were able to make some links between the extracts. It is possible that for some candidates time constraints led to rather brief responses. Comparisons tended to be quite straightforward such as both being about races, one being a race in the water whilst the other was on land, both being first-person accounts. Often there was explanation rather than exploration of the texts and as a result, most candidates achieved marks within Level 3. If candidates attempted to look at language, quite often texts were considered side by side with points such as 'the writer of Text One uses verbs to engage, whereas the writer in Text Two uses nouns.' Unless such points are used to demonstrate a similarity or difference in theme/tone/perspective they are rarely effective. Similarly, comparisons of paragraph length did not lead to very useful conclusions. Candidates who achieved marks within Level 2 often simply listed brief points of comparison and offered little comment. Better responses used quotations to support points and tried to give some more detailed explanation of similarities and differences.

The report for the linear version of this paper provides more information about approaches to this question.

SECTION B

Candidates are required to answer just one writing task but it carries half of the total marks available for the paper and so they must ensure that they allow sufficient time to plan and organise their response.

There are two assessment objectives for writing.

AO4: Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. (27 marks spread over five levels)

AO5: Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation. (18 marks spread over five levels)

Question 6

This question, asked candidates to write a letter to a newspaper giving views about the statement 'As a society we have too many cars and drive them too much. People should consider alternative forms of transport.'

There were some interesting and thoughtful responses to this question which covered a range of sound ideas and showed a good awareness of the relevant issues. However, there were a number of responses that did not use the required form and did not write a letter. Quite a number opened with 'Recently we have been discussing...' which might provide a way into the topic but does not strike the appropriate tone for a letter to a newspaper.

Question 7

This task required candidates to consider the idea that there are many factors that affect self-esteem and to write a guide for young people on ways to build and increase confidence. This produced some very sensitive responses but, again, in some instances there was a lack of consideration of the given form with candidates writing speeches and beginning with a 'Good afternoon ladies and gentlemen' address to the audience. On the whole, candidates wrote clearly with some producing effective and engaging guides that showed a sympathetic awareness of the topic.

Based on their performance in this paper, candidates are offered the following advice:

- Be aware of the different assessment objectives for each question.
- Highlight the relevant lines in the text for Questions 1-3 to ensure that your answers come from the correct part.
- Answer Q2 in your own words as far as possible; do not copy out large parts of the text. Aim to make four clear and distinct points. They can be set out separately but must be written in full and complete sentences.

- You should make five clear points for Q3; brief quotations can be used to support these points but quotations without explanation are not sufficient. Do not spend time analysing the language of the quotations. Points can be set out separately but must be in full and complete sentences and offer some interpretation.
- Do not waste time on a general introduction or summative conclusion in Q4 – every sentence should be earning marks. Consider the effects of language and structure features within the context of the given extract in this question. Ensure that you focus on the question and avoid simply giving an overview; highlighting key words in the question can help.
- Make a range of comparative points in Q5. Rather than simply compare the ideas or events within the texts, try to link similar elements such as content, theme, tone, purpose, narrative voice, language and support points with relevant quotations or textual references. Ensure that references are balanced across both texts by making each paragraph a point of comparison.
- Take time to make a brief plan for the higher tariff questions (5 and 6 or 7) and use it. Consider the given form and audience for the writing task and use these to inform register and tone. Try to use a wide vocabulary and varied sentence structures. Think carefully about how you can engage the reader right at the start and consider how you will end.
- Read all instructions carefully. Consider the marks allocated to each question and plan your time accordingly so that you are able to attempt every question. Try not to spend too much time on the low-tariff questions.
- Take great care with handwriting so that it is legible.