

Examiners' Report

Summer 2016

Pearson Edexcel International primary
curriculum PLSC JEH01.

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Firstly the schools are to be congratulated on the clear progress their students have made. It was clear that the students were engaged with the texts and responded well to the questions. There was strong evidence of effective teaching and learning.

Question 1 – this required students to recognise the features of a diary. This multiple choice question was well answered.

Question 2 – The question asked for one word from the text. Many students gave phrases and did not receive credit.

Question 3 – Multiple choice requiring retrieval of information from the text. Generally well answered.

Question 4 – Some pupils responded that the text was a diary. This was insufficient for the award of the mark as reference to past tense was required.

Question 5 – Generally students were able to locate the correct section of text but some did not achieve the mark as they included too much information.

Question 6 – Deduction required here and students found this more difficult as the options given were all rooted in the text.

Question 7 – identification of the hopelessness of the situation was not secure.

Question 8 – Many students were able to use superlatives to explain that the word 'giants' meant the biggest/ largest creature. There was little evidence that students linked the size of the elephants with the environment where they were having fun. The paper does show this as a 2 mark question but this was not reflected in responses seen.

Question 9 – A clear indication that students have a good grasp of vocabulary.

Question 10 – Aimed at students working at the L5 boundary this question required an explanation clearly worded to reflect acceptable responses.

Question 11 – This proved challenging. Although a high percentage of students achieved 1 mark for three or four correctly numbered there were few successful responses which achieved 2 marks.

Question 12 – A well answered question which reflected understanding of alliteration though some were from the wrong section of text and therefore not acceptable.

Question 13 – there was clear evidence that some centres had focussed on the word 'pandemonium' and the explanations were consistent and correct.

Question 14 – Many students identified the purpose of the text incorrectly, despite having recognised earlier that this is a diary.

Question 15 – there was strong evidence that students retold the events or copied out chunks of text in response to this question. The students who did achieve a mark(s) were usually able to identify the relief of the travellers and sometimes to link this with the playfulness of the elephants by including the quote 'looking as joyful as we felt'. This is an area for focus in the period of time this text is pre-released.

Question 16 – very well answered with most students incorporating both credit worthy elements in their answer.

Question 17 – Aimed at the emerging L5 student this question was attempted by nearly 100 % of students.

Question 18 – Sequencing of events notably less problematic in fiction text as a higher percentage of students achieved 2 marks here.

Question 19 – the writer’s purpose successfully identified here.

Question 20 – A high percentage of students selected ‘slid secretively’ when only asked to underline one word.

Question 21 – Generally well interpreted though a frequent incorrect selection was ‘so the cows would see him’.

Question 22 – Examiners reported that there was clear evidence of focus on this aspect of the story in preparation by specific centres.

Question 23 – The incorrect response ‘to show a word is missing’ was frequently selected as students showed understanding of the generic use of ellipses without specific reference to the given text.

Question 24 – Whilst many students were able to identify the aspect of the baby’s situation very, very few recognised the need to explain bewilderment as confusion / lack of understanding

Question 25 – A well answered question as many students were able to find one piece of evidence to show ‘trust’.

Question 26 – A high percentage of students were able to recognise either ‘vulnerable’ or ‘determined’ but many also incorrectly included ‘desperate’.

Question 27 – generic responses are not acceptable here. There must be a clear link to a character or aspect of the story for credit. Some students copied the rhetorical questions from the text which were not creditworthy.

Question 28 – the features of an adventure story were not well recognised

Question 29 – many students recognised the use of short sentences, rhetorical questions and ellipses as creditworthy features and also gave examples from the text which further developed the answer for the award of 2 marks.

Question 30 – strong evidence that teaching and learning is secure.

Question 31 – as question 30.

Question 32 – a difficult feature of grammar to conquer with many decisions to make to be correct.

Question 33 – Most students correctly gave ‘They’ve’ for the first response. ‘Willn’t’ a common incorrect answer for the second response.

Question 34 – tense consistency is challenging especially when the words included are diverse (e.g. left/ leaves).

Question 35 – Examiners commented on the improvement in writing this year. A number of centres responded with an account of a memorable day (often a birthday) which was not a diary. These were marked positively unless highly dependent on dialogue when the impact on form was reflected in the marks awarded.

