



Pearson
Edexcel

Examiners' Report
Principal Examiner Feedback

Summer 2023

Pearson Edexcel International Primary English
(JEH11)

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Introduction

Pleasingly, candidates appeared to have engaged very well with both the non-fiction and fiction texts and the grammar sections, once again, this series. There were very few instances where questions were not attempted, across all ability levels. This would indicate that both the questions and the availability of marks were mostly accessible for all. Most candidates appeared to have accessed the pre-released reading texts in the permitted weeks prior to the examination and explored them to various extents.

When reading this report, please refer to the Source Booklet, Question Paper and Mark Scheme documents.

The most relevant questions to exemplify development points in this report have been replicated below, where appropriate.

Section A Reading (Non-Fiction) Text

Question 2 (RA02)

2 *'... lies at the heart of...'*

Circle the word from the list below that could replace 'heart'.

charity edge centre fringe

(Total for Question 2 = 1 mark)

This question proved mildly more challenging than anticipated, yet still fairly well answered. There were variations in incorrect selections.

Question 3 (RA02 and RAO 4) 2 marks

3 *'It is a positive icon in a landscape where little else can thrive.'*

What does this tell us about the habitat?

(Total for Question 3 = 2 marks)

Most incorrect responses referred to the dryness of the landscape, rather than focussing on the scant vegetation that grows there as an interpretation of failing to thrive.

Question 4 (RA01)

4 Match each fact to what it describes.

One has been done for you.

Fact	What it describes
buhibab	appearance
10 – 22 metres	Arabic name
Up to 5000 years	age
Upside-down tree	height

(Total for Question 4 = 1 mark)

This question was incredibly well answered. Nearly all candidates achieved the mark.

Question 5 (RA04)

5 'The baobab tree's trunk can have a circumference of more than 25 metres ...'

Underline the word which shows possibility.

(Total for Question 5 = 1 mark)

The challenge in this question was the understanding of words denoting possibility. A frequent incorrect response was 'more'.

Question 6 (RA05)

6 Why is the reader told how many people can stand inside the tree?

(Total for Question 6 = 1 mark)

The important feature being assessed in this type of question is the writer's purpose and the impact on the reader (Reading Assessment Objective 5). Some incorrect responses did not acknowledge this aspect in their wording. References to being 'hollow' or 'tall' on their own were insufficient to be creditworthy.

Question 7 (RA01)

7 How is the strong glue made?

(Total for Question 7 = 1 mark)

There is evidence that candidate performance is improving in this assessment area in line with previous papers. Increasingly, centres that take the opportunity for pre-teaching the Source Booklet is a welcome contributor to this. This response was very well answered – but some errors were made due to omission/ambiguity of key 'ingredients' that form the glue substance.

Question 10 (RA05)

10 'Baobab trees are truly like mothers.'

Give **two** reasons why the writer says this.

(Total for Question 10 = 2 marks)

Again, as in a previous question, the important feature being assessed in this type of question is the writer's purpose and the impact on the reader (Reading Assessment Objective 5). Some incorrect responses did not acknowledge this aspect in their wording. Many candidates did miss the question 'cue' of the writer and started with 'they provide' or 'because'. Interestingly, with reference to the mark scheme, the first bullet point was referred to mostly, with only occasional reference to bullet point 3 or 4. For 2-mark questions, it would be advisable to prepare candidates to try and be as thorough as possible to make distinctly separate points to reach for an additional mark.

Section A Reading (Fiction) Text

Question 12 (RA04)

12 How does the writer make the trees seem lifelike?

(Total for Question 12 = 1 mark)

This question was intended to be very challenging in order to enable stronger candidates to demonstrate higher order reading comprehension skills. References to 'personification' were usually the main correct responses seen. Future candidates will benefit from studying texts where the writer makes links between non-human/inanimate objects to humans. In this text, there was a requirement to explicitly refer to the trees being described in 'typically' human ways such as trembling or feeling agitated.

Question 13a (RA02)

13 (a) 'Goosebumps formed on her skin ...'

Simi is feeling:

- A chilly
- B excited
- C brave
- D afraid

(1)

(b) Why do you think this is?

(2)

(Total for Question 13 = 3 marks)

Question 13a (RA02) 1 mark

Most candidates gained 1 mark for the correct response to the multiple choice for this part of the question – 'afraid'.

Incorrect responses usually involved the selection of 'A' (chilly) and went on to mention that Simi got goosebumps when cold.

Question 13b (RA02) 2 marks

For this part of the question, candidates responded variously to all four bullet points in the mark scheme to gain credit for 1 mark. Very few managed to give two reasons. As mentioned previously, it would be advisable to prepare candidates to try and be as thorough as possible to make distinctly separate points to 'reach' for an additional mark for this part of the question. Very few candidates achieved the full 3 marks available.

Question 15 (RA02 and RA05) 2 marks

15 '*... they had not driven past a single village or town, or seen a single person.*'

Why has the writer repeated the word 'single'?

(Total for Question 15 = 2 marks)

Again, as in some previous questions, the important feature being assessed in this type of question is the writer's purpose and the impact on the reader (Reading Assessment Objective 5). Very few responses managed to address this aspect, therefore, achieving 2 marks was rare.

Candidates who did not achieve one mark failed to sufficiently interpret the quote; sometimes the text provided was repeated or the word order slightly rearranged – both responses were not creditworthy.

Question 16 (RA01)

16 Find and copy **one** phrase to show how hard it was to move the car.

(Total for Question 16 = 1 mark)

Most successful candidates referred to the mark scheme bullet points fairly equally, with reference to the second bullet point (referring to the driver) much less frequently.

A common incorrect response was 'the car won't budge' which was a misreading/misinterpretation of the question.

Question 18 (RA01 and RAO2) 2 marks

18 '*... despite the risk of her braids smelling of goat ...*'

How do we know Simi is exhausted?

(Total for Question 18 = 2 marks)

Direct quotes were frequently offered in responses, which was insufficient for any credit. Some responses did not refer in any way to being 'tired' – which impacted on achieving 2 marks.

Question 20 (RA05)

20 '*Zero signal! She sighed.*'

How do these words show that Simi's life has changed?

(Total for Question 20 = 2 marks)

Many candidates were able to identify the loss of connectivity, but to a lesser extent the impact of this on the main character's activities, which precluded the award of the full 2 marks.

Question 21 (RA05)

21 *'They had arrived.'*

What impression does the writer give us about how Simi is feeling at this point?

Put a tick in the correct boxes.

One has been done for you.

Impression	True	False
optimistic		✓
ecstatic		
isolated		
pessimistic		

(Total for Question 21 = 1 mark)

This was well answered by many candidates.

Question 23 (RA05)

23 Give **one** reason why a reader would want to keep reading this story.

.....
.....

(Total for Question 23 = 1 mark)

Frequent incorrect responses were rather generic, for example, 'because the story seemed interesting'. Sometimes responses could not be credited such as: 'to see if they got the car to move again', since we know that it did from the text provided. Around half of the candidates achieved a mark, and it would benefit centres to practice this type of question with candidates.

Section B Grammar and Punctuation

Question 24 (GA01)

24 Underline the preposition in the sentence below.

A sudden rustling sound beside her made her look around nervously.

(Total for Question 24 = 1 mark)

Around half the candidates achieved credit for this question. A common error was the indication of 'around'.

Candidates are pleasingly well-versed in understanding of the grammatical word classes. Future candidates will benefit from studying subtle/nuanced uses of

words and how their function can change 'class' within the context of more complex sentences.

Question 25 a/b

25 (a) Underline the words in the sentence below that are written in the past tense.

The huge iroko trees on both sides of the road trembled in the breeze and seemed to arch over her like agitated giants.

(1)

(b) Rewrite the sentence in the present tense.

(1)

(Total for Question 25 = 2 marks)

A common error for part (a) was indicating 'agitated'. A common error for part (b) was being unable to make a tense agreement with tremble/seem. Many candidates wrote 'trembles' and/or 'seems' which did not agree with the prior reference to 'huge iroko trees'.

Question 26

26 Complete the table by showing which type of noun is given.

One has been done for you.

Noun type	Common	Proper	Collective	Abstract
car	✓			
fear				
flock				
hope				
Simi				

Successful responses for both 1 and 2 marks show much improvement in the area of noun classification. Candidates would benefit from continued practice.

Question 27 (GA01)

27 Complete the table by using the full form or contraction.

The first one has been done for you.

Full form	Contraction
they had	they'd
	we've
should have	

(Total for Question 27 = 2 marks)

Candidates responded successfully, as expected, to this question. Occasional spelling errors negated the mark.

Question 28 (GA01)

28 Draw a line to match each underlined word to the correct word class.

One has been done for you.

Underlined word

Next to the road, she saw red houses.

Word class

noun

determiner

adjective

verb

(Total for Question 28 = 3 marks)

It was very pleasing to see that the majority of candidates answered this fully and achieved three marks.

Question 29 (GA01)

29 Insert the missing punctuation into this sentence.

What is the Wi-Fi code, grandmother Simi asked

(Total for Question 29 = 2 marks)

A significant number of candidates spotted the comma preceding 'grandmother' and automatically added final speech demarcation and/or a question mark, in error. The omission of the full stop was also a fairly common error.

Question 30 (GA01)

30 Change the sentence below from the active to the passive voice.

The driver parked the car.

(Total for Question 30 = 1 mark)

This was answered extremely well by the majority of candidates. Item performed consistently well (as in the last two series). This shows a sustained improvement in candidate skills in active/passive transformation, which is really pleasing to note.

Question 31 (GA01)

31 When Simi woke up, the car was slowing down.

Underline the subordinate clause in the sentence.

(Total for Question 31 = 1 mark)

It was pleasing that an improvement in performance was noted in this question type by candidates this series. Errors were typically underlining single words, rather than identification of a complete clause. For example, 'when' as a subordinating conjunction and/or other random words were selected.

Question 32 (GA01)

32 Underline a suffix from the list below that can be added to the word 'survive' to make a new word.

eble ible uble able

(Total for Question 32 = 1 mark)

Candidates often demonstrated useful strategies by writing out all four suffixes to check with the root word – an interesting and acceptable technique to attempt the response. This question performed pleasingly well.

Section C Writing

Question 33 (WAO1,2,3):

Question 33 (WAO1/WAO2) Form, Communication and Purpose (FCP) Question 33 (WAO3) Grammar, Punctuation and Spelling (GPS)

SECTION C: WRITING

It is recommended that you spend 25 minutes on this task.

33 You have gone to stay with a relative or friend for the summer holidays.

Write a letter to let your family back at home know about your stay.

Remember to include:

- a description of where you are staying
- some details of your activities
- your reactions and feelings.

(15)

Writing Task Summary (incorporating FCP and GPS):

The writing task performed pleasingly, continuing to allow for accessibility at P1 and P3 for both FCP and GPS strands. Notably, P1 candidates managed to score beyond minimally and seemed very engaged with the 2306 writing task. Candidate achievement at both these lower and higher levels was sustained in line with the previous 2210 series.

Candidates achieving P2 band marks for this task showed an incredible improvement in achievement – approximately 20% *more* candidates achieved P2 in 2306 than in 2210. Candidates should feel justifiably proud. Although this task enabled candidates to draw upon personal experiences to compose their letters home, candidates were further able to demonstrate a growing ability and confidence to organise their thoughts across the writing task and add appropriate detail and viewpoint. Schools have clearly worked hard to support candidates to improve their performance in a wider variety of genres across non-fiction tasks.

Nevertheless, some candidates found it difficult to address their 'audience' and were very 'recount focussed'. This tended to limit the whole impact of the written response and also to impact on the FCP band. Notably, in the P2 band and above, these aspects were handled well.

Specific skills are improving – especially in spelling and in the area of coherence and cohesion. There is strong evidence that candidates have benefited from being taught to use planning strategies/scaffolds before embarking on the writing task. This supported increased performance. It was pleasing to see that only a *very* small number of candidates failed to register a mark in either strand.

It is strongly recommended that the teaching focus continues to be on the use of a variety of planning devices to support the structure and composition of both fiction and non-fiction text types, according to the details provided in the specification document. This will be profitably enriched by a variety of stimuli, having local and cultural interest, as well as wider global issues.

Overall Summary JEH11 2306 paper

It will be of immense benefit for candidates if all centres ensure they maximise the opportunity to explore the pre-release of the JEH11 Source Booklet (non-fiction and fiction texts). This will ensure that all candidates have had the opportunity to become familiar with a range of vocabulary, linguistic devices, and underlying themes, prior to attempting the Question Paper.

Centres should access both 'Specification' and 'Sample Assessment Material' documents from the iPLS area within Active Learn Primary:
<https://www.activelearnprimary.co.uk/login?e=-1&c=0>

Reading

It would be helpful to continue to support candidates with the requirements of each question which can be gathered from close reading of the questions. The Reading Assessment Objectives (RAO 1 - 5) will guide teachers to support candidates to prepare to give more precise responses. The Reading Assessment Objectives can be found in the specification document mentioned above. Having access to a wide variety of both fiction and non-fiction genres (both by being read to and accessing independently) will also support improvements in speaking and listening, vocabulary development, and writing.

Grammar and Punctuation

Many aspects of the areas assessed continue to make steady improvements across all abilities, for example identification of tenses and deeper knowledge of word classes and how they may vary depending on the sentence. Further support for some candidates will be required to improve understanding of the different noun groups and also distinguishing between coordinating and subordinating clauses embedded in various positions within the sentence.

Writing

Candidates are continuing to show positive developments in the GPS strand, showing better understanding of basic grammatical sentence structures and punctuation. In the FCP strand, a continued focus on planning tasks and expanding on this to develop sections and paragraphs, across a range of text types, would be beneficial.