



Examiners' Report Principal Examiner Feedback

October 2023

Lower Secondary Curriculum
In English (JEH11) 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

October 2023

Publications Code JEH11_01_ER_2310

All the material in this publication is copyright

© Pearson Education Ltd 2023

Introduction

Candidates appeared to engage very well, as usual, with both the non-fiction and fiction texts and the grammar sections. Once again, there were very few instances where questions were not attempted, across all ability levels. This indicates that both the questions and the availability of marks were mostly accessible for all. Most candidates appeared to have accessed and explored the reading texts in the permitted weeks prior to the examination. This is having a very positive impact on candidates being able to show what they can do, with the correct preparation.

To compile this report, Assessment Objective accessibility grid data for this paper has been analysed, together with the mark scheme and Question paper plus scrutiny of performance data provided both from 2310 and from 2306.

When reading this report, please refer to the Source Booklet, Question Paper, and Mark Scheme documents. The questions have been replicated in this report for convenience - alongside the marks available and the respective Reading Assessment Objectives.

Section A Reading

Read Text 1 in the Source Booklet and answer Questions 1 to 10.

Question 1 (RA04) (1 mark)

'Majestic Mammals – Arctic Aristocracy?'

These are examples of:

- A** synonyms
- B** anagrams
- C** similes
- D** alliteration

This question was answered very well. Many candidates were able to discriminate between the above terms to identify the correct one.

Question 2 (RA02) (1 mark)

'Yes'

What is the purpose of this answer?

This question proved slightly more challenging than expected. A few responses simply referred to the heading "The story is about majestic mammals" without linking the above question and the affirmative (yes) response. Some incorrect answers also referred to the text below the word 'yes'.

Question 3 (RA04) (1 mark)

Circle the word from the list below that could replace 'greatly exceeded'.

suggested surpassed supplied surrounded

About half of the candidates were able to answer this correctly – as intended – as it was designed to be a little more challenging. Incorrect responses were spread across all the other three distractors.

Question 4 (RA01 and RA02) (2 marks)

Why are polar bears so special?

This question proved slightly more challenging than expected. Many candidates gained 1 mark for 'largest carnivores living on land in the Arctic' or going 'seven to ten days without food'. The examples provided in the mark scheme were examples and a wider range of points were seen and credited as they were in the text. Subsequently, quite a few responses consisted of two RA01 points and not sufficient for two marks.

It was rare for candidates to gain the second mark which required interpretation of the words 'so special' for RA02. This required candidates to interpret the data provided about weight/height, for example, to being extraordinary/amazing/incredible/extreme and so forth. Highlighting of the text of the key word 'so' would hopefully lead to the fuller response required.

Question 5 (RA01) (1 mark)

'They have adapted brilliantly for survival in their icy homes.'

Give **two** ways that they have done this.

This question was answered as expected. Two separate points were required for one mark. Candidates need to note that the question asks for **two ways** which was not always noted. Some candidates gave one point spread across the 2 lines; others gave one valid point along with an incomplete point e.g. reference to swimming/hunting seals without mentioning 'beneath the ice'. Very few responses referred to eating a variety of land or sea animals/vegetation. Quite a few of responses referred to more general facts about polar bears which were not especially related to adaptation. Highlighting of the text of the key words 'two' (ways) and 'adapted' would hopefully lead to the fuller response required.

Question 6 (RA03) (2 marks)

6 Tick **one** box to show the purpose of the brackets in each of the sentences below.

Sentence	To show feelings	To explain clearly	To give meaning
<i>'The largest polar bear (male) recorded...'</i>			
<i>'He was thought to have been shot in Alaska (sadly)...'</i>			
<i>'They hunt seals at leads (breathing holes on the ice).'</i>			

This question was answered very well. Many candidates were able to achieve the full 2 marks for their responses. Candidates demonstrated a strong understanding of this RA03 text feature – the various uses and application of brackets in texts.

Question 7 (RA05) (1 mark)

'Females usually have two cubs in each litter...'

Why does the writer use the word 'usually'?

Most responses contained authorial intent; however, some candidates did find it challenging to answer due to the shades of meaning involved. For example, 'sometimes' suggests not very often so, "The writer used this word to show that they sometimes they have two cubs in each litter" wasn't creditworthy, whereas "To show that they sometimes don't have two cubs in a litter" was creditworthy. Some incorrect responses stated that the word meant that females "could only have two cubs" or "they can't have more than two cubs".

Question 8 (RA05) (1 mark)

'...she doesn't eat or drink during that time.'

The writer says this to show that:

- A** she isn't hungry
- B** she is preoccupied
- C** she isn't thirsty
- D** she is indifferent

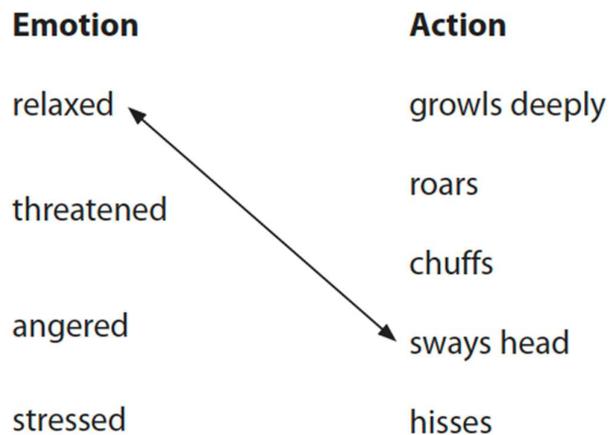
This question was answered very well. Many candidates were able to discriminate between the above terms to identify the correct one.

Question 9 (RA04) (1 mark)

Draw a straight line to match **each** emotion to the correct action.

One has been done for you.

Emotion	Action
relaxed	growls deeply
threatened	roars
angered	chuffs
stressed	sways head
	hisses



This question was intended to be challenging and many candidates indeed found it so.

Two lines were needed to lead from one of the emotions ('angered') to two of the actions ('roars' and 'hisses'). Careful reading of the question is required to note that there are four emotions and five actions and **all** need to be matched. Many responses only consisted of three lines; there was no particular pattern of which action was missed out, indicating that the actions were all understood.

Question 10 (RA05) (1 mark)

'Incredibly...

They are on the vulnerable list of endangered species.'

Why does the writer use these words?

This question proved surprisingly challenging. Expressing writer's intent was sometimes an issue – but the main issue was linking the context of the word 'incredibly' to the fact they are endangered.

Although authorial intent was often mentioned since the 'writer' was included in the question, many responses failed to refer to surprise or disbelief. A large number mentioned polar bears being endangered or being on the endangered list, possibly because they focused on the final sentence of the text, but few were able to also focus on the 'incredibly' part of the quote. Highlighting the key words 'incredibly', 'endangered' and 'writer' would assist in writing a fuller response.

Read Text 2 in the Source Booklet and answer Questions 11 to 23

Question 11 (RA01) (1 mark)

She noticed the bear when he:

- A** was close by
- B** was being quiet
- C** rested on her lap
- D** made a noise

This question proved slightly more challenging than expected.

Question 12 (RA04) (1 mark)

'Stark against the sun, all she could see was his silhouette.'

Underline the word the writer has used for profile.

Almost all students gave correct response; however, the only other potentially unknown word in the sentence was 'stark' which was selected by some.

Question 13 (RA01 and RAO2) (2 marks)

How do we know that the bear is not a danger?

One-mark responses often referred to the bear licking her ankle; very few mentioned the bear gazing at her. Some uncreditworthy responses quoted chunks of text, whilst others mentioned the bear taking April home.

Two-mark responses were less common - "he didn't harm her"/ "he helped her instead of attacking/eating her" were acceptable both creditworthy.

Question 14 (RA02) (1 mark)

'He couldn't possibly mean what she thought he meant...'

What did she think he meant?

That he:

- A** will humour
- B** will harm
- C** will help
- D** will hinder

This question was answered well. Many candidates were able to discriminate between the above terms to identify the correct one.

Question 15 (RA04) (1 mark)

'...his jagged rib cage.'

This shows the bear was:

- A** healthy
- B** skinny
- C** hungry
- D** muscly

This question was answered well. Many candidates were able to discriminate between the above terms to identify the correct one.

Question 16 (RA05) (2 marks)

'She gazed at the island from her new vantage point...'

Why does the writer use these words?

There were not many 2-mark responses where candidates showed understanding of the writer's use of the words 'new vantage point'. One-mark responses were most likely to refer to the height. Uncreditworthy responses often quoted 'sitting on a throne' or tried to explain 'gazed' or merely restated words from the question.

Highlighting the key words 'new (vantage point)', and 'writer' would assist in gaining the second mark.

As ever, it is of **huge** benefit to candidates when schools access the pre-released Source Booklet and explore the text and unusual vocabulary with entrants. This can be done up to four weeks prior to the examination being taken.

Question 17 (RA01) (1 mark)

Find and copy the words that show she is enjoying herself.

Most candidates were able to follow the 'find and copy' instruction and locate the correct quote. Some incorrect responses referred to being 'on a throne' or 'cupcakes'.

Question 18 (RA03) (2 marks)

Put these events in order 1–5 as they appear in the text.

The earliest (1) has been done for you.

<i>'...wind gushed past...'</i>	
<i>'...kept slipping out of her hands!'</i>	
<i>'...Bear sprinted forward...'</i>	1
<i>'...nothing to hold onto...'</i>	
<i>'...heaved and rolled...'</i>	

Candidates performed as expected with this familiar question format at both mark points.

Question 19 (RA02) (1 mark)

'In the end she stretched her arms around his neck, pressed her cheek to his fur and clung on.'

This helped her to feel more:

- A** alert
- B** constricted
- C** safe
- D** comfortable

This question was answered well. Many candidates were able to discriminate between the above terms to identify the correct one.

Question 20 (RA05) (2 marks)

'The ride could have lasted five minutes or five hours.'

'...it seemed timeless.'

What do these words tell the reader about the ride?

This question proved more challenging than expected for most candidates. There were quite a few responses without reference to authorial intent; it should be noted that 'What do these words tell the reader...' is about the writer's purpose/impact on the reader. Two-mark responses were extremely rare. Many incorrect responses offered a synonym for the word 'timeless' rather than an explanation of what it meant. Some students did include a suitable feeling but that was not sufficient for the mark.

During pre-release of the Source Booklet, the phrases in the question offer opportunity to be explored in terms of keywords '**could** have lasted five minutes **or** five hours' in terms of the great contrast in time and why the girl in the story felt like this. Candidates may benefit from highlighting key words in the question when sitting the Question Paper.

Question 21 (RAO2) (2 marks)

'There were no words to thank him.'

Why was this?

This question was answered well for 1 mark in terms of expressing what the bear had done to help her. Attainment of two marks proved more challenging – “Because she was so thankful that she did not know how to thank him for helping her” was one of the few seen which gained two marks. Incorrect responses often contained reference to the bear not being able to understand; many failed to give a suitable reason for April’s gratitude.

Question 22 (RAO2) (1 mark)

What genre is this extract?

- A** science fiction
- B** biography
- C** historical
- D** adventure

This question was answered very well. Most candidates were able to discriminate between the above terms to identify the correct one.

Question 23 (RAO5) (1 mark)

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

.....

.....

(Total for Question 23 = 1 mark)

This series, it was not answered as well as expected. This question is a familiar one in JEH11 – repeated every paper. There were many responses along the lines of it being an adventure/interesting story, having good sentences and so forth. Some responses referred

incorrectly to Text 1 – “it has facts about polar bears/headings”. Some responses referred to ‘wanting to find out if she got home’ and were not creditworthy as this is already stated in the text provided.

It would be useful to talk this question through with future candidates to explain what is required to be credited with a mark.

Section B Grammar and Punctuation

Question 24 (GAO1)

Underline the preposition in the sentence below.

‘Bear’s steady pulse beat against her skin.’

This question was well answered by many candidates. Clearly, centres have been supporting them well with this aspect of grammar.

Question 25a and 25b (GAO1)

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

‘But as soon as the words were out of her mouth, Bear sprinted forward, and she was flung to the left...’

(b) Rewrite the sentence in the present tense.

Whilst this is a familiar question format, the particular quote in the question proved challenging. Part (a) was occasionally missed. Many pupils failed to underline ‘were’, which meant that they failed to rewrite it for part (b). Generally, the management of the auxiliary verbs proved difficult. Sometimes ‘was’ was missed, but ‘flung’ was underlined.

Part (b) ‘was flung’ gave the most problems in otherwise correct responses – “is flying”, “is flown”, “is flunging”, “is flinging”, “gets flung”.

Question 26 (GAO1)

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

The first one has been done for you.

Noun type	Common	Proper	Collective	Abstract
Bear				
curiosity				
cabin	✓			
ankle				
class				

Most candidates demonstrated a good understanding of noun classifications. The word 'Bear' was often identified as a common noun (which it would be without the capitalisation and it being a name in this story) and related 'Bear' to common nouns like dog, cat, wolf etc.

Question 27 (GAO1)

Complete the table by using the full form or contraction.

The first one has been done for you.

Full form	Contraction
we will	we'll
I am	
	she'd

This question was answered reasonably well. "She did / should / could" were the most common uncreditworthy responses for 'she'd'.

Question 28 (GAO1)

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

One has been done for you.

Underlined word

Word class

The ride could have lasted five minutes or five hours.

noun

The ride could have lasted five minutes or five hours.

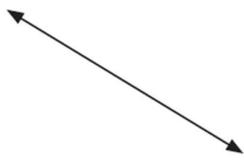
determiner

The ride could have lasted five minutes or five hours.

conjunction

The ride could have lasted five minutes or five hours.

verb



This question did not perform as well it usually does, being a standard format question in the paper. Most of the incorrect responses were related to being unable to identify to the determiner.

Question 29 (GAO1)

Insert the missing punctuation into this sentence.

Is there anything I can do to thank you asked the girl

This question proved more challenging than previous series. This is a standard format question. There were some issues occurred when the '?' was squeezed in after the closing inverted commas had been written. This was noted and marked positively where possible, but sometimes the inverted commas did not fully enclose the question mark. A few pupils overcame this by rewriting the correct response underneath, which was duly credited when correct.

Question 30 (GAO1)

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

Bear nudged her.

This question was well answered by many candidates. Clearly, centres have been supporting them well with this aspect of grammar.

Question 31 (GAO1)

Underline the main clause in the sentence.

She climbed off Bear when she was near the cabin.

This question was answered as anticipated, but future candidates would benefit from further consolidation of the identification of both main and subordinate clauses.

Question 32 (GAO1)

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

ness ible less ment

This question proved more challenging than in previous series. This is a standard format question.

Section C Writing

Question 33

(WAO1) Form, Communication and Purpose (FCP) (9 marks)

(WAO2) Grammar, Punctuation and Spelling (GPS) (6 marks)

Task:

Two conservation organisations have visited your school to ask for support to raise money for their own projects. Students must now choose which organisation to give money to.

The two organisations are:

1. Endangered wildlife protection
2. Environment preservation.

Choose **one** of these and prepare some writing for your school community persuading them to support it.

Remember to include:

- a description of the project you want to support
- why you have chosen this project.

Candidates at P1 and lower P2 performed significantly less well than expected, in comparison with the last two series.

The task type required the candidates to describe their chosen organisation and persuade others to support it. It has appeared in similar contexts in previous past writing tasks. The topic (wildlife protection or environment preservation) should both have proved highly accessible as they are widely covered in many aspects of the whole curriculum. Perhaps this could be an indication that some candidates/centres are new to the 'iPrimary' curriculum and may not have had opportunity to cover the curriculum from Year 1 upwards.

Additionally, the October series saw about a quarter of the number of entrants that were examined in 2306 - this is usually the case that more candidates sit the June examination.

Responses demonstrated that candidates care deeply about the environment and have great concern for endangered animals/the environment; this sometimes led to examples of very passionate writing. Unfortunately, this passion caused some candidates to lose track of the task in hand. The result tended to be either a series of points explaining what we should do to protect various aspects of the environment or animals, which tended to weaken the overall composition as there was limited development of any of the points, or result in a very repetitious piece. Stronger writers were able to harness their passion to good effect.

Occasionally, the response was written as a letter; although this format seemed to help some pupils maintain links with the task, time was often wasted on writing a lengthy address and salutation. Centres could reassure candidates that a simple greeting would suffice.

A number of candidates tried to use a range of punctuation in an effort to gain marks – not always successfully. One method that was seen was a colon followed by a bulleted list of ‘endangered’ animals. While this took up a significant amount of space, it rarely added any value to the script. Some texts began with one or two well-formed sentences, but these were often followed by a series of ‘paragraphs’ – each beginning with a capital letter and ending with a full stop.

There was less evidence seen of candidates writing lengthy plans, instead they ticked off points in the prompt. Plans were usually concise and supported the resulting compositions. A number of candidates seemed to be concerned by the number of words they produced - some even went as far as writing the word count of each paragraph – this is absolutely not necessary. Candidates should be reassured that their writing is marked as positively as possible and is not based on word counts. A well-constructed shorter piece of writing can be very effective in comparison with a less concise and much longer piece.

Correct use of time is helpful. Most candidates appeared to have spent about the right amount of time (25 minutes) to complete the writing task.

Writing Task Summary (incorporating FCP and GPS):

Specific skills are improving – especially in the areas of concise planning techniques, spelling and in developing areas of coherence and cohesion.

Still, 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. This will be enriched by a variety of stimuli, having local and cultural interest, as well as wider global issues.

Stronger writing responses evidenced that some candidates had experience a good range of reading texts – either that were read to them, or they had accessed independently. These experiences will provide opportunities to deconstruct texts in order to practice planning using scaffold/structuring devices across both fiction and non-fiction genres.

Overall Summary JEH11 2310 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.

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 and 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 noun classes and transformation of sentences between active and passive construction. Further support for some candidates will be required to consolidate understanding of the different word classes 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.

