

**iPrimary**

# **ENGLISH**

# **SPECIFICATION**

**Pearson Edexcel International Award in Primary English (JEH11)**

**For first teaching September 2018**

**First examination June 2019**

**Issue 1**





# Contents

|                                                                                    |           |
|------------------------------------------------------------------------------------|-----------|
| <b>1 Introduction</b>                                                              | <b>1</b>  |
| Why choose the Pearson Edexcel International Award in Primary English?             | 1         |
| Supporting you in planning and implementing this qualification                     | 2         |
| Qualification at a glance                                                          | 3         |
| <b>2 Subject content and assessment information</b>                                | <b>4</b>  |
| Content                                                                            | 5         |
| Assessment objectives                                                              | 11        |
| <b>3 Administration and general information</b>                                    | <b>12</b> |
| Entries                                                                            | 12        |
| Access arrangements, reasonable adjustments, special consideration and malpractice | 12        |
| Awarding and reporting                                                             | 14        |
| Student recruitment and progression                                                | 14        |



# 1 Introduction

## Why choose the Pearson Edexcel International Award in Primary English?

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We have listened to feedback from all parts of the international school subject community, including a large number of teachers. This qualification has been developed to ensure that it will engage students, develop literacy skills and support progression to further study in English as it underpins a range of other subjects. Our content and assessment approach to primary English has been developed alongside primary mathematics and science to ensure a consistent approach across the whole Pearson Edexcel iPrimary programme.

The approach for primary English has been designed to meet students' needs in the following ways:

- teaching can be made interesting and engaging for students, but is also designed to prepare students for further study at lower secondary level
- giving teachers opportunities to 'localise' the content to make it more relevant for students
- the achievement test and its mark schemes are clear and straightforward – they are accessible for students of all ability ranges and the assessment requirements are clear
- literacy skills have been developed to test students' ability to:
  - o read and respond to non-fiction and fiction texts
  - o analyse texts and understand the ways in which writers achieve their effects
  - o construct and convey meaning through written language, matching form to audience and purpose.

### Progression to iLower Secondary and on to International GCSE

The Pearson Edexcel iPrimary programme provides the ideal preparation for progression to the Pearson Edexcel iLower Secondary programme, as well as laying the foundation for study at International GCSE level.

Through our World Class Qualification development process, we have consulted with International GCSE teachers and examiners to validate the appropriateness of the qualification, including its content, skills development and assessment structure.

More information on all of our qualifications can be found on our Pearson Edexcel iPrimary and iLower Secondary pages at [qualifications.pearson.com](https://qualifications.pearson.com)

# Supporting you in planning and implementing this qualification

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The Pearson Edexcel iPrimary programme is more than just a curriculum and a specification – it is a complete toolkit for teachers. The toolkit consists of the following elements to help improve student outcomes.

## Planning

- Full, editable schemes of work are supplied for all six years of the iPrimary curriculum.
- Transition documents highlight key differences between legacy Primary Lower Secondary Curriculum (PLSC) qualifications (2011) and assist with the smooth transition from teaching them. Transition documents are also available for switching over from the English National Curriculum (2014) and other internationally recognised curricula.

## Teaching and learning

- Subject-specific teacher guides at each level provide support for specialist and non-specialist teachers, and also cover teaching techniques, pedagogy and short-, medium- and long-term planning.
- Example schemes of work and lesson plans are provided to help teachers with their planning.
- Print and digital learning and teaching resources mapped to the iPrimary curriculum promote, any time, any place, learning to improve student motivation and to encourage different ways of working.

## Training and professional development

- Face-to-face teacher professional development is included as part of your iPrimary subscription.
- Additional, ongoing online and interactive webinar support is also included as part of the programme.

## Preparing for assessments

### Exam support

We will give you resources to help you prepare your students for their assessments, for example, examiner commentaries following each examination series.

### ResultsPlus

ResultsPlus provides the most detailed analysis available of your students' exam performance. It can help you to identify the topics and skills where further learning would benefit your students.

### Get help and support

Get support from both Pearson and the wider iPrimary community via our dedicated online forum.

## Qualification at a glance

The Pearson Edexcel International Award in Primary English consists of one externally-set achievement test.

| <b>Achievement test</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>*(JEH11/01)</b> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| Externally assessed<br>Written test: 1 hour and 30 minutes<br>Availability: June<br>First assessment: June 2019<br>60 marks                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                    |
| <b>Content overview</b><br><br>Students will develop reading skills, covering non-fiction and fiction texts, in relation to: <ul style="list-style-type: none"><li>retrieving, deducing, inferring or interpreting information, events or ideas</li><li>identifying and commenting on the structure and organisation of texts</li><li>exploring the writers' use of language and considering the writers' purposes and viewpoints, and the overall effect of the text on the reader.</li></ul> Students will develop grammar and punctuation skills in relation to: <ul style="list-style-type: none"><li>demonstrating how the accurate use of grammar, punctuation and spelling contribute to meaning.</li></ul> Students will develop writing skills in relation to: <ul style="list-style-type: none"><li>writing a response appropriate to task and sequencing, structuring and organising a response appropriately.</li><li>conveying meaning through the use of accurate grammar, punctuation and spelling.</li></ul>                                                                                                                                                                                           |                    |
| <b>Assessment overview</b><br><br>Dictionaries are not allowed.<br><br><b>Section A: Reading</b> <ul style="list-style-type: none"><li>Total of 30 marks assessing RAO1, RAO2, RAO3, RAO4 and RAO5.**</li><li>Questions are on two texts based on a theme: one non-fiction and one fiction. These texts are pre-released to centres and are available for download from the Pearson website at least four weeks before the test.</li><li>These texts will be provided for students in a Source Booklet for the test.</li><li>Students must complete all questions. This section consist of closed and short-open response questions.</li></ul> <b>Section B: Grammar and punctuation</b> <ul style="list-style-type: none"><li>Total of 15 marks assessing GAO1.**</li><li>Questions are based on the fiction text from Section A.</li><li>Students must complete all questions. This section consists of closed and short-open response questions.</li></ul> <b>Section C: Writing</b> <ul style="list-style-type: none"><li>Total of 15 marks assessing WAO1, WAO2, WAO3.**</li><li>Students must complete a single writing task which requires extended writing and is related to the theme in Section A.</li></ul> |                    |

\*The subject code is used by centres to enter students for a qualification. Centres will need to use the entry codes only when claiming students' qualifications. \*\*Please see the *Assessment Objectives* section for a description of these Assessment Objective(s).

## 2 Subject content and assessment information

### Qualification aims and objectives

The aims and objectives of this qualification are to enable students to:

- read and respond to different types of non-fiction and fiction texts
- read and respond to texts showing good understanding
- acquire a variety of vocabulary and show understanding of grammar and knowledge of linguistic conventions for reading and writing
- write with clarity and accuracy, adapting language and style to suit different purposes and contexts.



# Content

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## Overview

The Pearson Edexcel International Primary Award in English requires students to demonstrate knowledge, understanding and application of the following skills, drawn from Year 6 of the Pearson Edexcel iPrimary English Curriculum.

## Reading

| Students should develop the following skills: |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-----------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.1                                           | Retrieve information, events or ideas from texts. <ul style="list-style-type: none"><li>• Skimming and scanning to locate and retrieve information from selected sections and from different points across the text.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                       |
| 1.2                                           | Deduce, infer or interpret information, events or ideas from texts. <ul style="list-style-type: none"><li>• Use the skills of deduction and inference to demonstrate understanding of implicit meaning, for example through using context, structure, words and phrases.</li><li>• Support points of inference with evidence from the text.</li></ul>                                                                                                                                                                                                                                                                |
| 1.3                                           | Identify and comment on the structure and organisation of texts. <ul style="list-style-type: none"><li>• Demonstrate understanding of how structural, presentational and organisational features are deployed in texts.</li><li>• Understand how writers deploy different sentence types, grammar and punctuation for particular effects.</li></ul>                                                                                                                                                                                                                                                                  |
| 1.4                                           | Explore writers' use of language in context. <ul style="list-style-type: none"><li>• Demonstrate an understanding of use of language at word and sentence level.</li><li>• Demonstrate understanding of language in context of the text; purpose, setting.</li><li>• Distinguish writers' uses of formal and informal language.</li><li>• Identify and explain how writers use language for expressive and dramatic effect.</li><li>• Demonstrate understanding of literary devices; simile, metaphor, personification, alliteration and onomatopoeia and how these are used to create images and effects.</li></ul> |
| 1.5                                           | Consider writers' purposes and viewpoints, and the overall effect of the text on the reader. <ul style="list-style-type: none"><li>• Identify the main purpose of the text.</li><li>• Identify the purpose and audience of non-fiction texts.</li><li>• Distinguish between fact and opinion.</li><li>• Understand themes and purposes of text through prediction.</li><li>• Comment on the intention of the writer's use of specific literary devices.</li></ul>                                                                                                                                                    |

## **Reading skills**

Reading skills need to be applied to the following.

### **Non-fiction**

Students should gain experience of reading the following text types:

- autobiography/biography
- journals
- leaflets/brochures/guides
- newspaper/magazine articles
- instructions
- recount
- reports.

Students should gain experience of reading a variety of non-fiction texts that are written to:

- argue
- describe
- explain
- inform
- persuade.

### **Fiction**

Students should gain experience of reading the following genres:

- adventure
- fantasy
- historical
- mystery
- science-fiction.

Students should gain experience of reading a variety of fiction texts that give the following narrative perspectives:

- first person
- third person
- omniscient.

## Grammar and punctuation

### Students should develop the following skills:

2.1 Demonstrate how accurate use of grammar, punctuation and spelling contribute to meaning.

#### 2.2 Grammar

##### 2.2.1 Word level

- Recognise word classes.
- Identify and use a range of adverbs, determiners, conjunctions, prepositions and pronouns correctly.
- Identify the differences between comparative and superlative adjectives and how they can be used to qualify and emphasise.
- Identify the function of verbs (including active and passive) and verb phrases and how adverbs and adverbials impact verbs.
- Identify prefixes and suffixes.

##### 2.2.2 Sentence level

- Demonstrate understanding of the necessity for grammatical agreement.
- Recognise verb tenses such as future tense and modal verbs.
- Recognise and demonstrate the difference between the passive and active voice.
- Identify the differences between direct and reported speech.

#### 2.3 Punctuation

- Identify and use a range of punctuation, recognising their function in clarifying and emphasising meaning for the reader
- Identify and use: capital letters, commas, exclamation marks, full stops, hyphens, inverted commas, parenthetical devices (such as brackets, commas and dashes) and question marks.
- Identify and use the correct conventions for punctuating direct speech.
- Identify the difference between apostrophes for possession and contraction.

#### 2.4 Spelling

- Demonstrate understanding of spelling rules to make correct spelling choices.
- Demonstrate understanding of how to change the function of root words by adding prefixes and suffixes.

## Writing

### Students should develop the following skills:

3.1 Write a response appropriate to task.

- Identify form, audience and purpose.
- Maintain form and appropriate register and focus throughout the response.

3.2 Sequence, structure and organise response appropriately.

- Sustain a logical structure throughout; introduction, development and conclusion.
- Demonstrate understanding of paragraphs/sections in organising and sequencing information and ideas, so that there is appropriate development and build up for the reader.
- Use a range of connecting words and phrases in order to make ideas within and between paragraphs/sections cohesive, recognising that these devices will serve different purposes.

3.3 Convey meaning in writing through the use of accurate grammar, punctuation and spelling.

- Sustain grammatical agreement and tense consistency to aid cohesion in the response.
- Write grammatically sound and correctly demarcated sentences.
- Use a range of sentence constructions: simple, compound and complex.
- Use a range of use of conjunctions, adverbials and prepositions to aid cohesion.
- Use a range of pronouns and determiners to aid cohesion and avoid unnecessary repetition.
- Use a range of adjectives, adverbs and prepositional phrases to enrich writing and employ stylistic choices to engage the audience and support the response.
- Use a range of punctuation correctly where necessary, including: apostrophes, commas, exclamation marks, full stops, hyphens, inverted commas, parenthetical devices (such as brackets, commas and dashes) and question marks.
- Spell common functional words accurately.

### Writing skills

Writing skills need to be applied to the following.

#### Forms of writing:

- autobiographical
- biographical
- descriptive
- diary
- letter
- narrative
- newsletter
- recount.

### **Purpose of writing:**

- argue
- describe
- entertain
- explain
- inform
- persuade.

Writing for different audiences, such as adults (for example, the head teacher), older children and children of their own age.

## **Assessment information**

The Pearson Edexcel International Award in Primary English is assessed through **one** externally-set achievement test.

### **Summary of assessment**

- The test is 60 marks.
- The test duration is 1 hour and 30 minutes.
- Students must answer all questions.
- The test comprises three sections.
- There will be a pre-release, consisting of one non-fiction and one fiction text, for Section A available for secure download from our website at least four weeks before the test date.
- Dictionaries are not allowed.
- **Section A** tests reading skills for non-fiction and fiction texts.
  - o Total of 30 marks assessing RAO1, RAO2, RAO3, RAO4 and RAO5.
  - o Students must complete all questions. This section consist of closed and short-open response questions.
  - o Questions are based on the two pre-released texts which are connected by a theme and a Source Booklet will be provided containing the two pre-released texts.
  - o It is recommended that students spend 20 minutes on the non-fiction questions and 30 minutes on the fiction questions.
- **Section B** tests language skills of grammar and punctuation.
  - o Total of 15 marks assessing GAO1.
  - o Students must complete all questions. This section consist of short-response questions.
  - o Questions are based on the fiction text from Section A.
  - o It is recommended that students spend 15 minutes on these questions.
- **Section C** tests writing skills.
  - o Total of 15 marks assessing WAO1, WAO2, WAO3.
  - o Students must complete a single writing task which requires extended writing and is related to the theme in Section A.
  - o It is recommended that students spend 25 minutes on this section.

## Section A pre-release materials

The two texts (one non-fiction and one fiction) for Section A will be available for download from our website at least four weeks before the test is to be taken.

In order for students to be sufficiently prepared for the test, it is recommended that teachers:

- schedule two weeks of lesson time (8–10 hours) to focus on the pre-release materials
- spend a suitable amount of time before the first lesson familiarising themselves with the two texts
- read the material aloud in class using expression, to generate interest in students and to encourage them to engage with the content
- provide a focus on vocabulary, ensuring that students understand words both in context and in isolation
- interrogate the writer's use of language for purpose
- consider non-fiction texts for audience, purpose and presentational features
- ensure that students have their own copy of the two texts from the pre-release, in preparation for the test.

Students will be provided with a Source Booklet containing the two texts with the test, therefore marked-up copies of the pre-release texts will not be permitted into the examination.

## Sample assessment materials

A sample achievement test and mark scheme can be found in the *Pearson Edexcel International Award in Primary English Sample Assessment Materials (SAMs)* document.

## Assessment objectives

| Students must: |                                                                                                 | % in iPrimary |
|----------------|-------------------------------------------------------------------------------------------------|---------------|
| <b>RA01</b>    | retrieve information, events or ideas from texts.                                               | 8             |
| <b>RA02</b>    | deduce, infer or interpret information, events or ideas from texts                              | 15            |
| <b>RA03</b>    | identify and comment on the structure and organisation of texts                                 | 5             |
| <b>RA04</b>    | explore the writers' use of language, at word and sentence level                                | 8             |
| <b>RA05</b>    | consider the writers' purposes and viewpoints, and the overall effect of the text on the reader | 14            |
| <b>GA01</b>    | demonstrate how accurate use of grammar, punctuation and spelling contribute to meaning         | 25            |
| <b>WA01</b>    | write a response appropriate to task, audience and purpose                                      | 8             |
| <b>WA02</b>    | organise writing by sequencing and structuring information appropriately and coherently         | 7             |
| <b>WA03</b>    | communicate meaning in writing through the use of accurate grammar, punctuation and spelling.   | 10            |
| <b>Total</b>   |                                                                                                 | <b>100%</b>   |

## 3 Administration and general information

### Entries

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Details of how to enter students for the examinations for this qualification can be found in our *International Information Manual*. A copy is made available to all examinations officers and is also available on our website: [qualifications.pearson.com](http://qualifications.pearson.com).

### Access arrangements, reasonable adjustments, special consideration and malpractice

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Equality and fairness are central to our work. Our equality policy requires all students to have equal opportunity to access our qualifications and assessments, and our qualifications to be awarded in a way that is fair to every student.

We are committed to making sure that:

- students with a protected characteristic (as defined by the UK Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to students who do not share that characteristic
- all students achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

### Language of assessment

Assessment of this qualification will be available in English only. All student work must be in English.

### Access arrangements

Access arrangements are agreed before an assessment. They allow students with special educational needs, disabilities or temporary injuries to:

- access the assessment
- show what they know and can do without changing the demands of the assessment.

The intention behind an access arrangement is to meet the particular needs of an individual student with a disability without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments'.

Access arrangements should always be processed at the start of the course. Students will then know what is available and have the access arrangement(s) in place for assessment.



## Reasonable adjustments

The Equality Act 2010 requires an awarding organisation to make reasonable adjustments where a student with a disability would be at a substantial disadvantage in undertaking an assessment. The awarding organisation is required to take reasonable steps to overcome that disadvantage.

A reasonable adjustment for a particular student may be unique to that individual and therefore might not be in the list of available access arrangements.

Whether an adjustment will be considered reasonable will depend on a number of factors, including:

- the needs of the student with the disability
- the effectiveness of the adjustment
- the cost of the adjustment; and
- the likely impact of the adjustment on the student with the disability and other students.

An adjustment will not be approved if it involves unreasonable costs to the awarding organisation, timeframes or affects the security or integrity of the assessment. This is because the adjustment is not 'reasonable'.

## Special consideration

Special consideration is a post-examination adjustment to a student's mark or grade to reflect temporary injury, illness or other indisposition at the time of the examination/assessment, which has had, or is reasonably likely to have had, a material effect on a candidate's ability to take an assessment or demonstrate their level of attainment in an assessment.

## Further information

Please see our website for further information about how to apply for access arrangements and special consideration.

For further information about access arrangements, reasonable adjustments and special consideration please refer to the JCQ website: [www.jcq.org.uk](http://www.jcq.org.uk).

## Candidate malpractice

Candidate malpractice refers to any act by a candidate that compromises or seeks to compromise the process of assessment or which undermines the integrity of the qualifications or the validity of results/certificates.

Candidate malpractice in examinations **must** be reported to Pearson using a *JCQ Form M1* (available at [www.jcq.org.uk/exams-office/malpractice](http://www.jcq.org.uk/exams-office/malpractice)). The form can be emailed to [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com) or posted to: Investigations Team, Pearson, 190 High Holborn, London, WC1V 7BH. Please provide as much information and supporting documentation as possible. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice constitutes staff or centre malpractice.

## Staff/centre malpractice

Staff and centre malpractice includes both deliberate malpractice and maladministration of our qualifications. As with candidate malpractice, staff and centre malpractice is any act that compromises or seeks to compromise the process of assessment or which undermines the integrity of the qualifications or the validity of results/certificates.

All cases of suspected staff malpractice and maladministration **must** be reported immediately, before any investigation is undertaken by the centre, to Pearson on a *JCQ Form M2(a)* (available at [www.jcq.org.uk/exams-office/malpractice](http://www.jcq.org.uk/exams-office/malpractice)).

The form, supporting documentation and as much information as possible can be emailed to [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com) or posted to: Investigations Team, Pearson, 190 High Holborn, London, WC1V 7BH. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice itself constitutes malpractice.

More-detailed guidance on malpractice can be found in the latest version of the document *JCQ General and vocational qualifications Suspected Malpractice in Examinations and Assessments*, available at [www.jcq.org.uk/exams-office/malpractice](http://www.jcq.org.uk/exams-office/malpractice).

## Awarding and reporting

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The Pearson Edexcel International Award in Primary English will be graded on a three-level scale from P1 to P3.

The first certification opportunity for the Pearson Edexcel International Award in Primary English will be in August 2019. A pass in the Pearson Edexcel International Award in Primary English is indicated by one of the three levels P1, P2 and P3, of which level P3 is the highest and level P1 the lowest. Students whose level of achievement is below the minimum judged by Pearson to be of sufficient standard to be recorded on a certificate will receive an unclassified U result.

## Student recruitment and progression

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Pearson follows the JCQ policy concerning recruitment to our qualifications in that:

- they must be available to anyone who is capable of reaching the required standard
- they must be free from barriers that restrict access and progression
- equal opportunities exist for all students.

## Prior learning and other requirements

There are no prior learning or other requirements for this qualification.

## Progression

Students can progress from this qualification to the Pearson Edexcel International Award in Lower Secondary English.

## **Edexcel, BTEC and LCCI qualifications**

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK's largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualification website at [qualifications.pearson.com](https://qualifications.pearson.com). Alternatively, you can get in touch with us using the details on our contact us page at [qualifications.pearson.com/contactus](https://qualifications.pearson.com/contactus)

## **About Pearson**

Pearson is the world's leading learning company, with 35,000 employees in more than 70 countries working to help people of all ages to make measurable progress in their lives through learning. We put the learner at the centre of everything we do, because wherever learning flourishes, so do people. Find out more about how we can help you and your learners at [qualifications.pearson.com](https://qualifications.pearson.com)

## *Acknowledgements*

This specification has been produced by Pearson on the basis of consultation with teachers, examiners, consultants and other interested parties. Pearson would like to thank all those who contributed their time and expertise to the specification's development.

*References to third party material made in this specification are made in good faith. Pearson does not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)*

*All information in this specification is correct at time of going to publication.*

ISBN 978 1 446 95585 7

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**May 2018**

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