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# **Examiners' Report**

Principal Examiner Feedback

Summer 2018

Pearson Edexcel International GCSE  
In English as a Second Language  
(4ES0/01) Paper 01

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## Paper 1: Reading and Writing (4ES0/01)

### Paper Background

The Reading and Writing Paper is divided into six parts as follows:

Part	Topic	Question types and marks
Part 1 Reading	Webpage: 'Ten Of Britain's Best Family-Friendly Hotels'	multiple matching (10)
Part 2 Reading	Article: 'The History Of Lighthouses'	short answer questions (10) multiple choice (5) 5/10 correct statements (5)
Part 3 Reading	Article: 'Bikepacking: The Perfect Adventure'	true/false/not given (5) sentence completion (10) summary completion (5)
Part 4 Writing	An email to a friend about moving to a new school	informal email (10) 75 – 100 word response
Part 5 Writing	An article for the school magazine about somebody who is important to you	semi-formal article* (20) 100 – 150 word response
Part 6 Writing	Writing a summary of a text: 'Why You Should Think Small'	formal summary (20) 100 – 150 word response

- \* For Part 5, due to a rubric error on the Paper, candidates were assessed on the response being semi-formal and suitable for a school magazine. The format of the response was not taken into consideration when assigning marks for this Part.

## **Performance on the Reading Paper:**

### **Part 1**

#### **Matching Information to Paragraphs**

In general, candidates found this part of the paper accessible and most candidates followed the instructions in terms of how to address the task.

- However, some candidates are crossing more than one box in response to a question and not indicating which of these responses is the correct one. In cases such as these, where there is more than one response given, even if the correct response has been given, this question will still be marked incorrect.

### **Part 2**

#### **Short Answer Questions**

The short answer questions in this part of the paper proved somewhat challenging for candidates. The instructions ask candidates to use no more than three words in their responses, to source their responses from one point in the text and to not answer in complete sentences.

- Some candidates are providing responses that are over three words long and in some cases responding in full sentences. Candidates will not be rewarded for these responses even if the correct answer (up to three words) is included in the response given as candidates have exceeded the word limit.
- In some cases, candidates are repeating elements of the question and then adding their response. Candidates are not required to repeat any of the question vocabulary in their response.
- What the candidate writes in response to the short answer questions should come from only one point in the source text. Candidates are not expected to formulate a response by putting together words found in different parts of the source text.
- As candidates are taking their responses directly from the source text, spelling is expected to be accurate.
- Candidates sometimes struggle with what to write once they have located a possible response within the text and this often results in them writing too much or reformulating information in the source text.

## Examples of Performance

### Question 13

The correct responses are 'bonfire(s) (on hilltops)' and 'bonfire(s) (lit)'.

These responses come from the phrase '**bonfires** lit on hilltops' in the text. Although, the target response, in line with the question, is 'bonfires', the additional words 'lit' and 'on hilltops' were also accepted as the candidate has demonstrated an understanding of the text.

### Question 17

As the question refers to the 'appearance' of a lighthouse (what it looks like) the target response was '(their) **position**(s) (along coastline)' from Paragraph Six. However, some candidates also responded with '(a) (ship's) location' from Paragraph One. Both these responses were marked correct as candidates have demonstrated an understanding of the text and provided a fitting response.

### Question 20

The correct response is 'backup(s)'.

This response appears in the final paragraph 'these historical structures are a **backup**'. As long as candidates had included the word 'backup(s)' within their response (up to three words), the response was marked correct. Many candidates attempted to formulate alternative responses from 'modern satellite-based navigational systems' which were incorrect.

### Multiple Choice Questions

In general, candidates successfully followed the instructions for these questions, indicating one response only to each question.

### 5/10 Correct Statements

In general, candidates successfully followed the instructions for this question, indicating which five statements they believed to be true.

## Part 3

### True/False/Not Given Questions

In general, candidates successfully followed the instructions for these questions, indicating True/False or Not Given for each of the questions.

### Gap Fill Questions

The gap fill questions in this part of the paper proved most challenging for candidates. The instructions ask candidates to use no more than two words in their responses, to source their responses from one point in the text and to consider the 'grammatical fit' of their responses.

- Some candidates are providing responses that are over two words long, which means that candidates will not be rewarded for this response even

if the correct answer (up to two words) is included in the response given. What the candidate writes in response to the gap fill questions should be directly lifted from one point in the source text. Again, for this reason, spelling is expected to be accurate.

- Candidates sometimes struggle with what to write once they have located a possible response within the text and this often results in them writing too much or reformulating information in the source text.
- Candidates also have to consider the 'grammatical fit' of their responses in the given sentences. For this section of questions, where candidates had managed to find the correct answer to the question, but have omitted or added, for example, an article which impacted on grammatical fit, the response was rewarded.

### **Examples of Performance:**

#### **Question 37**

The correct answer is '(sandy) bay'.

The response appears in the second paragraph: 'I get on and spin away from this **sandy bay**

I came across halfway through my ride.' Other responses to this question included 'headland'; 'beach' and 'remote stretch'. As the response has to be a grammatical fit, the only possible response is '(sandy) bay.

#### **Question 39**

The correct response is '(steep) slopes'.

This appears in the fourth paragraph: 'People have been known to fall over their handlebars while heading down **steep slopes**...' Some candidates put forward 'handlebars' and 'mountain goats' as responses. Although, these responses are a grammatical fit, they do not correctly answer the question.

#### **Question 42**

The correct response is 'permission'.

Some candidates were able to find the relevant information in the sixth paragraph of the source text 'to ask **permission**' but put forward responses of 'ask permission' and 'to ask'. These responses were not a grammatical fit and were not accepted.

## **Summary Completion**

Although candidates do follow the instructions for this task, some candidates lose marks for inaccurate spelling.

### **Advice to centres:**

- Prepare candidates for the reading tasks by familiarising them with the style of the paper and with the types of questions they can expect to find.
- Advise students to follow the instructions in the rubric when answering questions and to adhere to the word/number limit.
- Advise candidates that they should only use words/numbers taken directly from the text.
- Advise candidates that when completing sentence completion and short answer questions, the words they need run together in the text and candidates do not need to do any reformulation of the text.
- Candidates should consider the grammatical fit of their answers in sentence completion and short answer questions.
- Candidates should make sure they copy words from the text correctly when providing their answers.
- Remind students that the order of the questions for each task type in Parts 2 and 3 follow the order of the source text. For example, if a response to Q11 is found at the end of the first paragraph, then the answer to Q12 has to come at some point after this, and not in the first paragraph.

## **Writing Paper**

A general reminder for this part of the paper is for candidates to write as clearly as possible. In some cases examiners found it difficult to decipher what candidates had written. As always, examiners do their utmost to work out meaning.

### **Part 4**

Candidates found Part 4 to be an accessible writing task, as would be expected, with it being an informal email to a friend. Part 4 was successfully responded to by the majority of candidates. The style and register necessary for a written communication with a friend were confidently applied, with a good range of vocabulary and grammar. The majority of candidates made effective use of paragraphing and cohesive devices.

A number of responses for Part 4 were over the 100 word limit as some candidates gave much fuller and more detailed responses than was necessary. In some cases, lengthy introductory paragraphs made it difficult for the candidate to then respond to the task bullets in 100 words. Where information about one or more of the bullet points was given after the 100 word limit, this content could not be credited.

The meaning of the word 'facilities' in the third bullet point was sometimes misunderstood, and this bullet point was the most likely to be underdeveloped as candidates had either written introductory paragraphs or focused on the first two bullet points.

Candidates who were least successful in this part of the paper were those who did not adhere to the word count, those who wrote lengthy introductions and those who used set phrases and more complex or more formal vocabulary unsuccessfully.

Phrases such as 'I miss you beyond superlatives', 'I miss you to infinity and beyond', 'My heart climbed to my ribcage with terror', 'to be the centre of everyone's tittle tattle', 'myriads', 'the myriad of times', 'I was tenterhooks', 'I know you are thirsty for my updates' and 'I felt nerve-wrecked' often do not fit with the rest of the response. The over use of such language impacts on the chances for candidates to score highly.

Candidates are permitted to use any accepted vocabulary items in their response based on it being suitable for the informal register of the task. In this respect, some of the vocabulary candidate's use in Part 4 would also be appropriate for use in Part 5, despite it being a semi-formal task. Obviously, if candidates use words such as 'dude' or 'pal' in Part 4, these would not be appropriate in Part 5. If, during the marking process, candidates use lexis that is unfamiliar to examiners or the senior management team, these words are routinely checked for meaning and their suitability for the task assessed.

When marking this task, the focus is placed on the main body of the response. It is not necessary for candidates to recreate an email/letter setting with the use of address, date, To, from and subject etc. This task simply starts informally with, for example, 'Hi Mary..' and closes equally informally with, for example, 'Hope to see you soon, Susan' or another similar informal expression.

When doing a word count for this task, examiners are asked to look at the main body of the response. The word count commences with the greeting at the beginning, e.g. 'Hi Mary' and concludes with the closing phrase, e.g. 'See you soon, Susan'. The word count does not include anything written before the opening phrase, e.g. addresses, dates, to, from and subject.



## **Part 5**

Candidates also found Part 5 to be an accessible writing task due to the topic. In general, candidates were able to positively demonstrate their understanding of the style and register needed to write a semi-formal piece for the school magazine, and responded to this task well. A wide range of vocabulary was used and candidates attempted to use a variety of grammar structures. There were some instances where candidates had included information about one or more of the bullet points after the 150 word limit, causing them to lose marks. In general, candidates were less likely to exceed the word limit as compared to the Part 4 writing task.

The majority of candidates wrote emotional pieces about family members, in particular their mothers. Others chose to write about local heroes, famous people or role models. In some cases, there was an overlap in the information provided for the second and third bullet points, in terms of the candidate providing two facts about their chosen person and the candidate giving two reasons why she/he is important to you. As long as the candidate had fulfilled the bullet points in a coherent manner, these responses were equally acceptable.

Candidates could use either a report or article format this year. Most candidates chose to write an article. In formulating their responses, some candidates chose to make use of headings and sub-headings, while others did not and opted for the use of paragraphing instead. Either approach was acceptable. Another approach used by candidates was to use headings and sub-headings in combination with bullet points. Although, this approach is accepted as a report format, candidates should consider how this affects cohesion if they do not write in full sentences.

## **Part 6**

As with previous years, the summarising task was the most challenging for candidates. A significant number of candidates successfully extracted the required information from the source text and presented it using their own words. However, there were still some candidates who were overly reliant on the source text.

The phrase 'wear more hats' in the second paragraph caused confusion for some candidates; they linked it to a less formal dress code in smaller companies or wrote about what you could wear to work.

This year, possibly due to candidates being familiar with the concept of the text, there were a number of responses where candidates had added their own ideas and interpretations. As a consequence, candidates included irrelevant information and strayed from summarising the actual details given in the source text. On a

general note, candidates are not expected to include material which does not summarise information given in the source text.

Candidates are not penalised for including more information from the source text than requested by the bullet points. The only requirement is that the bullet points are covered adequately within the candidate's response and within the word count.

In general, writing a short introduction and short conclusion to this task makes for a more cohesive response and one that communicates more successfully.

**Advice to centres:**

- Work with students on a range of writing tasks: letters and emails (informal) and reports and articles (semi-formal) to develop understanding of appropriate style and register.
- Develop student summarising skills using appropriate texts.
- Remind students that they need to try and use their own words for the summarising task in order to access the full range of marks.
- Advise students to respond to all the bullet points as they lose marks for not doing so.
- Remind students that if they go beyond the given word limit and address any of the bullet points outside the word limit, they will not be rewarded for this material.
- Remind students to focus on including information from the source text when addressing the bullet points in the summarising task and not to include their own ideas/interpretations.

## **Grade Boundaries**

Grade boundaries for this, and all other papers, can be found on the website on this link:

<https://qualifications.pearson.com/en/support/support-topics/results-certification/grade-boundaries.html>