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Examiners' Report  
Principal Examiner Feedback

Summer 2019

Pearson Edexcel International GCSE  
In English as a Second Language (4ES1) Paper  
01R: Reading and Writing

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## Paper Background:

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

| Part              | Topic  | Question types and marks   |
|-------------------|--|--|
| Part 1<br>Reading | 'Famous Five' adapted book descriptions  | Multiple matching (10)   |
| Part 2<br>Reading | Article:<br>'Go Solo!'   | short answer questions (10)<br>multiple choice (5)                             |
| Part 3<br>Reading | Article:<br>'Elephants vs Bees'  | true/false/not given (5)<br>sentence completion (10)<br>summary completion (5) |
| Part 4<br>Writing | An email to a friend about spending a day together                                 | informal email (10)<br>75 – 100 word response                                  |
| Part 5<br>Writing | A letter of complaint about a bag purchase   | semi-formal letter (20)<br>100 – 150 word response                             |
| Part 6<br>Writing | Writing a summary of a text:<br>'Electronic Recycling: Why we must and how we can' | formal summary (25)<br>100 – 150 word response                                 |

## Part 1

### Matching Information to Paragraphs

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

- However, some students 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 will be marked incorrect.

## Part 2

### Short Answer Questions

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

- Some students are providing responses that are over three words long and in some cases responding in full sentences. Students will not be rewarded for these responses even if the correct answer (up to three words) is included in the response given as students have exceeded the word limit.
- In some cases, students are repeating elements of the question and then adding their response. Students are not required to repeat any of the question in their response.
- What students write in response to the short answer questions should come from only one point in the source text. Students are not expected to formulate a response by putting together words found in different parts of the source text.
- As students are taking their responses directly from the source text, minor spelling errors only are acceptable.
- Students 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 11  
*Question: Which sector is responding to the growing number of solo travelers?*  
Response: (the) travel (industry)  
This information appears in the second paragraph: '**the travel industry** have come up with ways to cater for this growing segment'.  
Although some students were able to locate this information in the source text, they repeated the word 'sector' from the question ie,

'the travel sector'. As students had shown an understanding of the response needed, this was accepted as a response.

- Question 15

*Question: What does being a stranger in a new place definitely change about you?*

Response: (influences) (your) behaviour

The target response appears in the fifth paragraph: 'Being an outsider certainly **influences your behaviour** and these changes are positive when it comes to travel'.

Some students identified behaviour as being the key word in this response but then gave responses such as 'behaviour turns positive'. Although this is an example of reformulation of the text, this response was accepted as the key idea had been understood. Other students offered responses such as 'making you kinder', 'more patient' and 'increasing your curiosity'. These responses were not accepted as these changes are not definite. These ideas are fronted with the word 'perhaps' in the text.

- Question 18

*Question: According to Mary Brown, what is possible when you do not have to consider others?*

Response: (being) spontaneous / relaxing

This response appears in the sixth paragraph: 'I find that you don't even have to plan, as **being spontaneous** is perfectly acceptable'.

The start of this sentence makes it clear that this is Mary Brown's opinion. As the first line of the sixth paragraph also starts with 'Speaking from experience..', 'relaxing' was also a correct response as this could also be viewed as being Mary Brown's opinion.

### **Multiple Choice Questions**

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

### **Part 3**

#### **True/False/Not Given Questions**

In general, students 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 students. The instructions ask students to use no more than three words in their responses, to source their responses from one point in the text and to consider the 'grammatical fit' of their responses.

- Some students are providing responses that are over three words long, which means that students will not be rewarded for this

response even if the correct answer (up to three words) is included in the response given. What students write in response to the gap fill questions should be directly lifted from one point in the source text. For this reason, only minor spelling errors are accepted.

- Students 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.
- Students also have to consider the 'grammatical fit' of their responses in the given sentences. For this section of questions, where students had managed to find the correct answer to the question, but have omitted or added, for example, an article or made a response singular or plural, which impacted on grammatical fit, the response was rewarded.

### Examples Of Performance:

- Question 33  
*Question: Elephants protect themselves from angry bees and \_\_\_\_\_ to do the same.*  
Response: warn other elephant(s)  
This information appears in the second paragraph: 'They quickly move away from the sound and they produce a rumble to **warn other elephants** in the area to move away too'.  
Although some students were able to locate this information in the source text, they gave 'warn others' as a response. As this captured the main idea, this response was accepted. Other responses given such as 'produce a rumble', 'head-shaking' and 'prevent bee stings' were not accepted as they are either incorrect or not a grammatical fit.
- Question 35  
*Question: To \_\_\_\_\_ in a beehive fence, elephants have to come into contact with it.*  
Response: release the bee(s)  
The response appears in the fourth paragraph: 'If an elephant touches one of the hives, or interconnecting wires, the beehives all along the fence line will swing and **release the bees.**'  
Some students responded with 'swing and release' and 'interconnecting wires' which both appear in the target sentence, but were not correct in terms of meaning or grammatical fit.
- Question 39  
*Question: Farmers adapt quickly to taking care of \_\_\_\_\_ even though they are new to them.*  
Response: modern / box / modern box hive(s)  
This information appears in the eighth paragraph: 'Although **modern box hives** are new for farmers, they adapt quickly to the

simple skills needed to look after them and harvest honey efficiently’.

Some students responded to this question with ‘(bee) hives’. This was not accepted as a response as the text states beekeeping and wild hives are not new to the majority of African communities.

### **Summary Completion**

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

#### **Advice to centres:**

- Prepare students 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 students that they should only use words/numbers taken directly from the text.
- Advise students that when completing sentence completion and short answer questions, the words they need run together in the text and students do not need to do any reformulation of the text.
- Students should consider the grammatical fit of their answers in sentence completion questions.
- Students 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 the response to Q11 is at the end of the first paragraph then the answer to Q12 has to come at some point after this, and not before the answer to Q11.

#### **Performance on the Writing Paper:**

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

#### **Part 4**

Students 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 students. 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 students made effective use of paragraphing and cohesive devices.

A number of responses for Part 4 were over the 100 word limit, as some students gave much fuller and more detailed responses than was necessary. In some cases, lengthy introductory paragraphs made it difficult for the student 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.

Students who were least successful in this part of the paper were those who had misinterpreted the task (some wrote about planning a weekend and others about a single activity), those who did not adhere to the word count and those who wrote lengthy introductions. In some cases the language used in the introduction did not suit the rest of the response. The use of irrelevant language impacts on how the response communicates and on cohesion.

When marking this task, the focus is placed on the main body of the response. It is not necessary for students to recreate an email/letter format 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**

Students also found Part 5 to be an accessible writing task due to the topic. This was a new task type (semi-formal letter) and it was well-responded to by students. In general, students were able to positively demonstrate their understanding of the style and register needed to write a semi-formal letter of complaint, and responded to this task well. A wide range of vocabulary was used and students attempted to use a variety of grammar structures. Many students were able to write a concise letter of complaint, remaining below the word count whilst providing a very effective response to this writing task. However, as in previous years, some students exceeded the word limit for this task.

In few cases, students did not write about buying a bag as the rubric requested. Instead, they wrote about items such as shoes, beauty products or items of clothing. Also, some students used a report or article format instead of the required semi-formal letter format.





## Part 6

This year, as well as being able to gain 20 marks for writing the summary, students were also rewarded for reading and identifying the five pieces of information asked for in the first two bullet points. The third bullet point asked students to make predictions on the topic in question.

- give **three** reasons why electronic goods should be recycled or reused
- state **two** ways of increasing the recycling of electronic goods
- give **your predictions** on how the recycling or reuse of electronic goods will change in the future

As with previous years, the summarising task was the most challenging for students. A number of students successfully extracted the required information from the text and were able to present this information using their own words, linking their ideas effectively and making good use of paragraphing.

In some cases, where students were able to extract the necessary information from the text (gaining 5 marks for the reading element of the task) they were unable to put this into their own words. A large number of students were overly reliant on the source text. Where students did make some attempt to use their own words, having to pick out the relevant points from the text combined with the need to formulate a summary, meant that responses sometimes lacked cohesion and there were issues with grammatical and lexical accuracy.

Where students had copied directly and entirely from the source text, or done so and used isolated words or phrases of their own, these responses were not awarded any marks for lexis or grammar, but were credited for communicative quality, effective organisation and for the reading element of the task.

This year, possibly due to students being familiar with the concept of the text, there were a number of responses where students had added their own ideas and interpretations. As a consequence, students included irrelevant information and strayed from summarising the actual details given in the source text. In addition, there were some students who wrote about their own experiences of and opinions of recycling. On a general note, for the first two bullet points, students are not expected to include material which does not summarise information given in the source text.

Students 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 student's response and within the word limit. However, the additional information provided should

be related to the task bullets and not for example, a general summary of the whole text, which indicates that students are unable to pick out task relevant information.

In general, writing a short introduction and a good conclusion, which now takes the form of student predictions for the future, 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, articles and letters (semi-formal) to develop their 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 first two bullet points in the summarising task and to include their own ideas and interpretations for the third bullet point.

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