



Pearson
Edexcel

Examiners' Report
Principal Examiner Feedback

Summer 2019

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

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

Grade Boundaries

Grade boundaries for all papers can be found on the website at:

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

Summer 2019

Publications Code 4ES1_01_1906_ER

All the material in this publication is copyright

© Pearson Education Ltd 2019

Paper 1: Reading and Writing (4ES1_01)

Paper Background:

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

Part	Topic	Question types and marks
Part 1 Reading	Leaflet: 'Ways to Raise Money for Charity'	Multiple matching (10)
Part 2 Reading	Report: 'The Joy of Wild Water Swimming'	short answer questions (10) multiple choice (5)
Part 3 Reading	Article: 'Building Your Own Passive House'	true/false/not given (5) sentence completion (10) summary completion (5)
Part 4 Writing	An email to a friend about starting a project on famous people	informal email (10) 75 – 100 word response
Part 5 Writing	A letter of complaint about a coat purchase	semi-formal letter (20) 100 – 150 word response
Part 6 Writing	Writing a summary of a text: 'Driverless Cars'	formal summary (25) 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 12
Question: According to Ella, what is the usual appearance of the River Mole?
Response: tranquil
This information appears in the first paragraph: 'The spot – **tranquil** in all my previous visits was now a rushing, fast-flowing river.'
Some students included the words 'the spot' in their response (the spot – tranquil) and this was accepted as a correct response. The

response 'tranquil water' was also accepted even though this is a reformulation of the text.

- Question 15

Question: According to Ella, what is she no longer really aware of when she swims?

Response: (the) cold

The target response appears in the third paragraph: 'But I barely notice **the cold** anymore.'

Some students gave 'notice the cold' as a response and this was accepted as it is correct. 'Cold weather' appears later in the same paragraph and was also a correct response. Other students reformulated the text or used vocabulary not in the source text and gave responses such as 'the cold water' and 'the cold temperature' which were also accepted as correct responses. It is not necessary for students to reformulate the text to arrive at their responses or to introduce vocabulary not present in the text.

- Question 20

Question: What is Ella grateful for in terms of working for herself?

Response: flexible hour(s)

This response appears in the sixth paragraph: 'Being self-employed, I can work **flexible hours** which I am very grateful for..'

Some students wrote 'work flexible hours' which is a correct response. Others reformulated the text slightly to give 'working flexible hours' and 'flexible working (hours)' which were also accepted as correct responses.

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 the student writes 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 31
Question: In 1988 the first _____ for a Passive House was revealed.
Response: working (model)
This information appears in the first paragraph: 'two scientists came up with a **working model** and made it public in 1988'. Other responses to this question included 'idea', 'two scientists' and 'designs' which were incorrect according to the information contained in the source text.
- Question 38
Question: In the UK the _____ is growing rapidly.
Response: self-build industry
The target response appears in the sixth paragraph: 'The **self-build industry** is thriving in the UK..'. Some students responded to this question with 'self-build' which is also a correct answer. Others reformulated the text slightly and wrote 'self-building industry' which was also accepted as a correct response.
- Question 40
Question: Once a Passive Houses has been built, _____ of the property is not expensive.
Response: (long-term) maintenance
The response appears in the seventh paragraph: 'Building a house like this means future generations will benefit from both the low energy required to run it and the fact that **long-term maintenance** is not costly.'. Some students responded with 'energy' and 'energy required' which were not correct in terms of grammatical fit. 'Running costs' was also given as a response. This phrase is not present in the text and is also not a grammatical fit.

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 meeting a famous person and others wrote to a second friend explaining the project they were doing with the first friend), 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 coat as the task requested. Instead, they wrote about items such as necklaces, or other 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** advantages for drivers of driverless cars
- state **two** concerns about driverless cars
- give **your predictions** about how cars and the way they are driven 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 gave their own opinions on driverless cars. 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.