Examiners' Report
Principal Examiner Feedback

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Pearson Edexcel International GCSE
In English as a Second Language (4ES1)
Paper 01 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 Reading	Leaflet: 'Running Tips for Beginners'	Multiple matching (10)
Part 2 Reading	Article: 'We Need to Find More Time'	short answer questions (10) multiple choice (5)
Part 3 Reading	Article: 'Being Distracted in a Digital World'	true/false/not given (5) sentence completion (10) summary completion (5)
Part 4 Writing	An email to a friend about visiting family in another city	informal email (10) 75 – 100 word response
Part 5 Writing	A report for the school magazine about helping old people in the local area	semi-formal report (20) 100 – 150 word response
Part 6 Writing	Writing a summary of a text: 'Does Air Travel Really Have a Big Impact on the Environment?'	formal summary (25) 100 – 150 word response

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 response 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 candidates. The instructions ask candidates 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 candidates are providing responses that are over three words long and in some cases responding in full sentences.

- In some cases, candidates are repeating elements of the question and then adding their responses. Candidates are not required to repeat any of the questions in their responses.
- What candidates write 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.
- 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.
- For this part of the Paper, any comprehensible spelling of the correct answer is acceptable.

Examples of Performance:
- Question **11**
  *Question: **How are Edith Brown and Alex related?***
  Response: **siblings**
  This information appears in the first paragraph: 'Like many adult **siblings**, we rarely make time for a catch-up at all'.
  Some candidates responded with 'adult siblings', which was accepted as a correct response. Other candidates responded with 'brother and sister', which although being true does not appear in the text, and was therefore not marked correct. Some candidates also wrote 'brother', which appears in the text but does not correctly describe the relationship between Edith and Alex.
- Question **12**
  *Question: **Which type of business does Alex own?***
  Response: **(his much-loved) café**
  This response appears in the second paragraph: 'He has otherwise remained close to home for most of his life, running **his much-loved café** along the coast from our childhood home'.
  Some candidates offered responses such as 'sports science' and 'coaching'. These responses appear in the same paragraph as the correct response but do not accurately answer this question.
- Question **16**
  *Question: **What does Edith Brown appreciate learning by helping out at the Craw's Nest?***
  Response: **(great) work ethic**
  The target response appears in the fifth paragraph: 'The hours were long but it taught us a **great work ethic** which I am most grateful for, and introduced me to the joy of friendly interaction with people of all ages and backgrounds.'
  Some candidates located the correct paragraph for this response. However, they gave '(friendly) interaction with people' as a response, which is not correct according to the text.

Multiple Choice Questions

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

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 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 candidates are providing responses that are over three words long.
- 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, or made a response singular or plural, which impacted on grammatical fit, the response was rewarded.
- For this part of the Paper, any comprehensible spelling of the correct answer is acceptable.

Examples of Performance:
- Question **31**
    Question: ***People accept being interrupted and distracted is _____ nowadays.***
    Response: **(the new) normal**
    The target response appears in the first paragraph: 'This has become **the new normal**, to which we have adapted with ease, but there is a downside: these interruptions and distractions have decreased our ability to concentrate'.
    Some candidates responded to this question with 'downside', 'every second' and '(crucially) easy', which all appear in the same paragraph, but are incorrect responses.
- Question **34**
    Question: ***When we are in alert mode for _____ of time, a negative response is produced by the body.***
    Response: **long periods**
    This information appears in the fourth paragraph: 'In the short term, we adapt well to these demands, but for **long periods** stress hormones create a situation, where we are always scanning for stimuli, and feeding the need to 'check-in'.
    Other responses to this question included 'stress hormones' and 'constant state', which are incorrect and do not fit grammatically.

Another response was 'periods', which does fit grammatically but does not include the reference to 'long' so it is incorrect.

- Question **39**

  *Question: **One way of improving concentration is by _____ after taking the time to look at it properly.***

  Response: **visualising (something)**

  The response appears in the ninth paragraph: 'In an effort to improve concentration skills, it's worth considering how looking at and then **visualising something**, can help with concentration'.

  Some candidates responded to this question with 'paying more attention', which is a grammatical fit in the sentence but repeats the information already given in the question and does not read correctly. Another response was 'reflecting on it', which does fit grammatically and could be considered a correct response based on the information given in the text. However, 'reflect on it', which is not a grammatical fit, appears in the text and not 'reflecting on it'. Candidates are not expected to reformulate the text to produce a response. For this reason, this response was not accepted for this question.

Summary Completion

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

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 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 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 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. 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.

Part 4

You are visiting family who live in another city. Write an email to your friend to tell him/her about your visit.
In your email you **must** write:
- who you are visiting
- why you are visiting them
- what you have been doing with them.

This task generated a variety of responses depending on how the candidate had interpreted the task. Different interpretations included:

- visiting family at the moment and there at the time of writing
- visiting family in the future and making plans around this
- talking about a past visit and what they did
- describing an annual visit they make to someone as part of a family tradition
- visiting someone else's family
- visiting friends
- staying with a host family, for example, on an exchange visit

Despite these variations in interpretation, each response was assessed based on its coverage of the bullet points. In some cases, due to tense issues, coverage of the bullet points, particularly the third bullet point, proved challenging for some.

In general, 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 small 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.

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 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

Candidates 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 report, and responded to this task well. A good range of vocabulary was used and candidates attempted to use a variety of grammar structures. Many candidates were able to write a concise report, remaining below the word count whilst providing an effective response to this writing task. However, as in previous series', some candidates exceeded the word limit for this task.

Part 6

This series, as well as being able to gain 20 marks for writing the summary, candidates 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 candidates to make predictions on the topic in question.

- state **two** reasons why it is difficult to make flying more environmentally friendly
- give **three** ways you can fly more responsibly
- give **your predictions** on how air travel may change in the future

As with previous series', the summarising task was challenging for candidates. Some candidates 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 candidates 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. Some candidates were overly reliant on the source text. Where candidates 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 candidates 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 series, 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. In addition, there were some candidates who gave their own opinions on air travel. On a general note, for the first two bullet points, 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 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 candidates are unable to pick out task relevant information.

In general, writing a short introduction and a good conclusion, which now takes the form of candidate 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 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.