Examiners' Report
Principal Examiner Feedback

November 2020

Pearson Edexcel International GCSE
In English as a Second Language (4ES1_01)
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	Webpage: 'Group holidays with a difference'	Multiple matching (10)
Part 2 Reading	Article: 'Is shorter better?'	short answer questions (10) multiple choice (5)
Part 3 Reading	Article: 'What would a pollution-free city look like?'	true/false/not given (5) sentence completion (10) summary completion (5)
Part 4 Writing	An email to a friend about planning a surprise party for family	informal email (10) 75 – 100 word response
Part 5 Writing	A report for the Head Teacher on starting either a new drama club or a new film club after school	semi-formal report (20) 100 – 150 word response
Part 6 Writing	Writing a summary of a text: 'Why hiking is becoming popular'	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 a majority of 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, 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 question in their response.
- 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 many companies in Britain currently have a four-day week?***
  Response: **(a) handful**
  This information appears in the first paragraph: 'It is one of **a handful** of British businesses that now operate like this'.
  Some candidates responded with '**one** of **handful**' which is not an acceptable response as two responses are included, one of them being incorrect. Also, candidates are not supposed to use more than three words from one point in the text. This response has been reformulated . Where candidates had responded with 'a handful of', this response was accepted as the meaning was clear and only the target response was given.
- Question **14**
  *Question: **What do French workers not have to do unless they are at work?***
  Response: **answer emails**
  The target response appears in the second paragraph: 'France recently made it illegal to expect workers to **answer emails** out of hours'.
  A majority of candidates located the correct information for this response. Some candidates changed 'answer' to 'answering' which is not necessary as the response lifts directly from the source text and does not need adapting in any way. These responses were still awarded a mark as the candidates had shown clearly that they had undertood the text. Some candidates tried to incorporate 'out of hours' in their responses which caused them to go over the word limit.
- Question **19**
  *Question: **What is the economy currently failing to give us?***
  Response: **time**
  This response appears in the sixth paragraph: 'But something our economy is not providing for us is **time**, which we need.'
  A majority of candidates were able to locate this information in the text but added extra words and reformulated the text. Responses such as 'needed time' or 'time we need' were accepted as the candidate has understood the text, but such reformulation is not necessary.

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 added additional words, which impact on grammatical fit, but show a clear understanding of the text, the response was rewarded.
- For this part of the Paper, any comprehensible spelling of the correct answer is acceptable.

Examples Of Performance:
- Question **32**

  Question: **To reduce pollution, there is a global plan to _____ certain types of vehicles.**

  Response: **ban**

  The target response appears in the second paragraph: 'Traffic has become sysnonymous with air pollution, and many countries worldwide intend to **ban** the sale of new petrol and diesel cars in the next two decades.'

  A majority of candidates responded to this question with the single word 'ban' , while some added additional words to their responses such as ' ban the sale' and 'ban sale of'. Both these responses were accepted as correct as they showed understanding of the text. Some candidates responded with 'switching to' which is not a grammatical fit and this response was not accepted.
- Question **34**

  Question: **When a main road in Seoul was no longer available, people _____ to another form of transport.**

  Response: **(simply) swapped**

  This information appears in the fourth paragraph: 'Critics predicted chaos, buy many of the residents of Seoul **simply swapped** to using the subway, and traffic in the centre decreased.'

  Other responses to this question included 'switching' and 'adapt', which do appear in the text but they do not fit grammatically into the sentence. Examples of other responses

given include: switched, adapted, moved and changed, which were not accepted as the words do not appear in this form in the text.

- Question **38**
  Question: **Companies are paying more attention to pollution to help with the _____ of new employees.**
  Response: **recruitment**
  The response appears in the eighth paragraph: 'There is a tremendous desire among firms for improved air quality, both for the benefit of their workforce and in terms of **recruitment**.'
  A majority of candidates were able to locate this information provide the correct response. Some candidates gave the response 'terms of recruitment'. As the correct answer was present, this response was also accepted.

Summary Completion

In general, candidates found this part of the paper accessible and a majority of 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

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 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.

Candidates who were least successful in this part of the paper were 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 candidates to recreate an email format with the 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 report, and responded to this task well. A wide range of vocabulary was used and candidates attempted to use a variety of grammar structures. A majority of candidates were able to write a concise report, remaining below the word count whilst providing a very effective response to this writing task. However, as in previous years, come candidates exceeded the word limit for this task.

In addition, some candidates wrote their responses in the form of a letter to the Head Teacher, rather than as a report. Where this did not have a negative impact on the communication of ideas, candidates were not penalised for doing this.

Part 6
In addition to 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.

- give **two** reasons why hiking is a good form of exercise
- state **three** ways in which you can prepare for a hike
- give **your predictions** on what the growing numbers of hikers need to do to look after natural areas.

As with previous years, the summarising task was the most challenging for candidates. A large number of 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 five 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.

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, 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, postcards 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. Also, that each bullet point should be addressed in a new paragraph, as this helps with the presentation of information.
- 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 the first two bullet points in the summarising task and to include their own ideas and interpretations for the third bullet point.