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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	Webpage: 'The 10 Best Ways to Relax'	Multiple matching (10)
Part 2 Reading	Article: 'Why You Should Swap the Beach for a Boat'	short answer questions (10) multiple choice (5)
Part 3 Reading	Article: 'Are We Losing the British High Street?'	true/false/not given (5) sentence completion (10) summary completion (5)
Part 4 Writing	An email to a friend about moving to a new home	informal email (10) 75 – 100 word response
Part 5 Writing	An article for the school magazine about the benefits travelling by car and travelling by public transport	semi-formal article (20) 100 – 150 word response
Part 6 Writing	Writing a summary of a text: 'Different Ways of Learning'	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 cross more than one box in response to a question and do not indicate which response is correct. In cases such as these, where more than one response is given, this will be marked incorrect even if the correct response has been given.

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, source their responses from one point in the text, and not answer in complete sentences.

- Some candidates provide responses that are over three words long and, in some cases, respond in full sentences.
- In some cases, candidates repeat elements of the question and then add 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.

Marks were awarded for any responses that included the keyword (s) given in the mark scheme as long as the responses were not over three words long and did not give more than one answer to the question, for example, Q11 markets and beaches. In addition, any comprehensible spelling of the correct answers was acceptable.

Examples Of Performance:

- Question **12**

*Question: **How did Alan feel about taking his first houseboat trip?***

Response: (really) excited

This information appears in the second paragraph: 'I must admit, I was **really excited.**'

Many candidates were able to gain a mark for this question. Some candidates included the keyword 'excited' in their responses with some element of reformulation such as: 'He / Alan was excited' and 'I was excited.' Where candidates had identified 'excited,' they were awarded a mark if the response was no more than three words long.

- Question **16**

*Question: **Who are you able to ignore when staying at a hotel?***

Response: **(the) (other) guests**

The target response appears in the fifth paragraph: 'In a hotel, it's generally easy not to pay attention to **the other guests**,... '.

Most candidates located the correct information for this response. Some candidates missed the idea of 'staying at a hotel' in the question and gave responses linked to being on the houseboat such as: 'six adults,' 'two other couples' and 'people.' All these responses appear in the same paragraph.

- Question **18**

*Question: **What did Alan and Bridget do in the evening?***

Response: **(play) cards**

This response appears in the seventh paragraph: 'Bridget and I were left to **play cards** on the top deck of the boat, seated under a night sky full of stars.'

Again, many candidates were able to locate this information in the text but added extra words and reformulated the text. For example, '(they) playing / played cards.' These responses were accepted as the candidate understood the text, but such reformulation is unnecessary. Correct responses can always be taken directly from 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 question.

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, source their responses from one point in the text, and 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. This often results in them writing too much or reformulating information in the source text.
- Some candidates also find it challenging to consider the 'grammatical fit' in the given sentences.

Marks were awarded for any responses that included the keyword (s) given in the mark scheme as long as the responses were not over three words long and did not give more than one answer to the question. In some cases, candidates had managed to find the correct answers to the questions but had added additional words, impacting the grammatical fit. Candidates showed a clear understanding of the text; these responses were awarded marks. In addition, any comprehensible spelling of the correct answers was acceptable.

Examples Of Performance:

- Question **34**

*Question: **In one concept store, you can take part in _____ with other people.***

*Response: **(group) cookery classes***

The target response appears in the third paragraph: 'Not too far away, there is a kitchen store and showroom, where you are invited to watch free cookery demonstrations and even participate in **group cookery classes.**'

Many candidates responded to this question with 'cookery classes.' In contrast, some candidates were able to locate the information and gave alternative responses such as 'group cookery' and 'classes.' Any responses that included the target language of either 'cookery' or 'classes' were accepted as correct as they showed understanding of the text.

- Question **38**

*Question: **Smaller stores offering _____ will replace large showrooms.***

Response: **virtual reality experiences**

This information appears in the sixth paragraph: 'Furniture and car retailers will be able to take advantage of technology and offer **virtual reality experiences** in smaller stores, as opposed to large showrooms, ...'.

Many candidates were able to locate this information in the text. Where candidates had responded with virtual reality, a mark was awarded. However, a few candidates responded with 'reality experiences' or 'virtual,' which were not awarded a mark.

- Question **40**

*Question: **Shoppers will soon be able to play _____ when visiting an Oxford Street store in London.***

Response: **(crazy) golf**

The response appears in the seventh paragraph: 'There are plans for the basement to be transformed into an enormous food hall and for the first floor to house a **crazy golf** experience.'

Again, many candidates were able to locate this information and provide the correct response. Some candidates responded with 'crazy golf experience' or 'golf experience.' As the target language was present, these responses were also accepted.

Summary Completion

In general, candidates found this part of the paper accessible, and most candidates followed the instructions on 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 limit.
- Advise candidates that they should only use information 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 reformulate 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 follows 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 challenging to decipher what candidates had written. As always, examiners do their utmost to work out the meaning. Suppose candidates use lexis that is unfamiliar to examiners or the senior management team during the marking process. In that case, these words are routinely checked for meaning and their suitability for the task assessed. In addition, candidates should avoid writing in block capitals.

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 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 respond to the task bullets in 100 words. This content could not be credited when information about one or more of the bullet points was given after the 100-word limit.

Candidates who were least successful in this part of the paper did not adhere to the word count and 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 how the response communicates and on cohesion.

It is not necessary for candidates to recreate an email format using address, date, to, from, and subject. This task 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 and concludes with the closing phrase. 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 article and responded to this task well. A wide range of vocabulary was used, and candidates attempted to use a variety of grammar structures. Many candidates were able to write an informative article, remaining below the word count whilst providing a very effective response to this writing task. However, as in previous years, some candidates exceeded the word limit for this task.

In addition, some candidates wrote their responses in the format of a letter rather than as an article. 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 **three** ways traditional learning may change in the future
- state **two** benefits of homeschooling
- give **your predictions** on the ways students may learn in the future.

As with previous years, the summarising task was the most challenging for candidates. A majority 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 attempts 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 short phrases of their own (such as cohesive devices), these responses were not awarded any marks for lexis or grammar. Still, they were credited for communicative quality, effective organisation, and the task's reading element.

There were some responses where candidates had used 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 that does not summarise information given in the source text for the first two bullet points.

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 the word limit.

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 an 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, each bullet point should be addressed in a new paragraph as this helps with presenting the information.
- Remind students that if they go beyond the given word limit and address any 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 as well as their own ideas and interpretations for the third bullet point.

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