



Examiners' Report

June 2022

International GCSE English as a Second Language 4ES1 01R

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Introduction

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

Part	Topic	Question types and marks
Part 1 Reading	Leaflet: 'Lotherton Hall'	Multiple matching (10)
Part 2 Reading	Article: 'Learning How to Drive Again'	short answer questions (10) multiple choice (5)
Part 3 Reading	Article: 'The Rise of E-sports'	true/false/not given (5) sentence completion (10) summary completion (5)
Part 4 Writing	An email to a friend about joining a new fitness centre	informal email (10) 75 – 100 word response
Part 5 Writing	A letter of complaint about the service received at a hotel	semi-formal letter (20) 100 – 150 word response
Part 6 Writing	Writing a summary of a text: 'Wind Power'	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, 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 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 key word(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 addition, any comprehensible spelling of the correct answers was acceptable.

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.
- Some candidates also find it difficult to consider the 'grammatical fit' of their responses in the given sentences.

Marks were awarded for any responses that included the key word(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, which impacted on grammatical fit. Where candidates had showed a clear understanding of the text, these responses were rewarded. In addition, any comprehensible spelling of the correct answers was acceptable.

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.

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. 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 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 candidates 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.

It is not necessary for candidates to recreate an email 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 and concludes with the closing phrase. The word count does not include anything written before the opening phrase, eg address, date, to, from and subject.

You want to join a new fitness centre that has opened in your local area. Write an email to your friend about it.

In your email you **must**:

- tell your friend about the new fitness centre
- explain why you want to join the new fitness centre
- ask your friend if they want to join the fitness centre with you.

You **must** write between **75 and 100 words only**.

(10)

Dear Bushra,

Hey! how are you? I am extremely excited about the new fitness ~~centre~~ ^{that recently opened.} centre in my local area.

I was thinking about joining the centre because I ~~want~~ needed to lose my weight since ~~I was~~ I am badly living a ~~un~~ unhealthy so ~~I~~ the the centre gave me the encouragement to lose it.

I will be joining the ~~fitne~~ local fitness club ~~at~~ ~~I~~ ~~thought~~ ~~to~~ ~~invite~~ ~~you~~ ~~too~~ ~~so~~ I thought to invite you too since we could ~~exercis~~ ~~exercise~~ ~~workout~~ ~~work~~ ~~ing~~ work out together!

~~Am~~ looking forward to your ~~response~~
response.

~~Yours sincerely Faithful~~

~~to~~

~~Yours faithfully~~
~~Wuraada~~

Your best friend
Wuraada



This response is within the word count and could have been a little longer. In terms of CCO, the response opens and closes appropriately and includes an appropriate introduction that is natural and not too long, leaving enough words to address each of the bullet points. The tone and register is generally appropriate. The candidate has not added any additional information about the fitness centre (BP1), other than that given in the rubric. Although the candidate has made good use of paragraphs, the ideas in the response do not connect very well and this impacts on the overall fluency of the response. In terms of RAA, the range of vocabulary is appropriate for some of the response and the response lacks a range of grammar structures as each paragraph consists of only one sentence. There are errors throughout the response but they do not impact on meaning.

CCO: 3 marks

RAA: 3 marks



Include a short greeting in the body of the email as seen with this response. Do not address each of the bullet points with only one sentence otherwise the response will lack fluency and lack range in terms of grammar structures.

You want to join a new fitness centre that has opened in your local area. Write an email to your friend about it.

In your email you **must**:

- tell your friend about the new fitness centre
- explain why you want to join the new fitness centre
- ask your friend if they want to join the fitness centre with you.

You **must** write between **75 and 100 words only**.

(10)

Hey Sam,

~~Did you know that a new fitness centre has been opened? It's situated opposite Ben's house and has remarkable facilities.~~ Heard about the new fitness centre? Maria told me that it's got state-of-the-art facilities like fat measuring machines and tutors who are extremely experienced and supportive.

I can't wait to join the center! You know that I'm aspiring to become a cricketer so I really have to pipe up my fitness levels! Also, it's super economical; they offer 50% discount to beginners and I definitely can't miss the opportunity.

~~It's really worth~~ It'll be wonderful if you could train with me. Mind joining the center? It's really worth it bestie, together we'll get the six packs in no time!

Write back soon ...

Love,
Alison



This response makes full use of the word count. In terms of CCO, the response opens and closes appropriately and includes an appropriate introduction to the email. The tone and register is appropriate throughout, with the candidate using phrases to add a personal touch. The candidate has made good use of paragraphs, punctuation and cohesive devices to produce a response that is natural and fluent. Although the final bullet point is not as developed as the first two bullet points, it does not detract from the overall effectiveness of the response. In terms of RAA, there is a good range of vocabulary and grammar structures used accurately throughout the response.

CCO: 5 marks

RAA: 5 marks



Encourage candidates to use a range of vocabulary and grammar structures and to add personal touches throughout the body of the email.

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 letter of complaint, 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 a detailed letter, 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 an email, for example, rather than as a letter and this impacted on how the response communicated.

You recently went on holiday with your family. You were disappointed with the service you received at the hotel. Write a letter to Mr Knight, the hotel manager.

In your letter you **must**:

- state why you are writing to him
- give **two** reasons why you are unhappy with the service you received
- explain what you would like the hotel manager to do.

You **must** write between **100 and 150 words only**.

(20)

Hello, Mr Knight,

My name is Jehanving I went your hotel yesterday and I felt so sad about your hotel service. ~~First~~ thing was we called you in the room because we picked 2 bed room and there was no bed ~~but~~ you didn't receive it. Second thing was when we used all tissues and we asked about it you didn't answer so we used our own tissues. ~~The thing~~ you did is not make someone happy. So next time I want you to do receive every contact from your hotel and don't pretending to be kind just be kind. ~~Thank~~ Thank you. have a good day.



This response is over 100 words long and could have been longer to provide a more detailed response. In terms of communication and content, it is not completely clear that the response is in the form of a letter as it opens with 'Hello, Mr Knight' and there is no close to the letter, other than 'Thank you. have a good day'. The response refers to all three bullet points; however, there is a lack of clarity around the first problem mentioned and the solution needed at the end of the response. The tone and register is generally appropriate. In terms of lexical range and accuracy, there is an adequate but predictable range of vocabulary with lapses in control. In terms of grammatical range and accuracy, there is an adequate but predictable range of structures with lapses in control. In terms of effective organisation, the response lacks paragraphs, punctuation and cohesive devices and this impacts on fluency.

CC: 2 marks

LRA: 2 marks

GRA: 2 marks

EO: 2 marks



Advise candidates to take the time to think about the task type and how they are going to respond to each of the bullet points in a separate paragraph, allocating a certain number of words to each paragraph if this helps to structure the response.

You recently went on holiday with your family. You were disappointed with the service you received at the hotel. Write a letter to Mr Knight, the hotel manager.

In your letter you **must**:

- state why you are writing to him
- give **two** reasons why you are unhappy with the service you received
- explain what you would like the hotel manager to do.

You **must** write between **100 and 150 words only**.

(20)

Dear
Dear
To Mr Knight,

this letter is to let you know ~~to~~ ^{my} about the details my stay at your hotel. I had booked a suite for 8 nights but ~~the~~ the services were dissapointing to say the least. ~~after spending~~ one tends to expect more from a 5-star hotel.

To start with, the rooms were far from what the average clean. ~~Pieces~~ ^{was were} of bits of trash ~~were~~ found in one too many places. the furniture was coated with dust and not to mention the ~~unpleas~~ unpleasant ~~smell~~ smell that lingered for the ^{entirely} ~~entirely~~ of my stay.

The ~~staff~~ ^{this,} too were seen Aside from ~~the~~ the staff were also seen slacking off on numerous ~~to~~ ^{the} occasions. Their professional ~~thru~~ ^{convenience} ~~inconveniencing~~ many. ~~now~~ ^{inconveniencing}

such a ^{in the once} condition ~~had~~ ^{deserved} esteemed hotel would be due to a lack of supervision. Perhaps

Stricter regulation ~~must~~ will solve the issue. + also

I apologize if I have ~~to~~ ~~an~~ offended you or the
company in any way.

Thankyou

Regards

Aditi

WORDS : 140



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Examiner Comments

This response makes nearly full use of the allowable word count. In terms of communication and content, the response is in the form of a semi-formal letter and it opens and closes in an acceptable manner. The response clearly addresses each of the bullet points. The tone and register is appropriate for a letter of complaint. In terms of lexical range and accuracy, there is a wide range of vocabulary and this is used effectively to address the requirements of the task. There is very good control of vocabulary with very few errors. In terms of grammatical range and accuracy, there is a wide range of structures, used appropriately and effectively, with very few errors. In terms of effective organisation, the response is very coherent, with appropriate use of paragraphs, punctuation and cohesive devices.

CC: 5 marks

LRA: 5 marks

GRA: 5 marks

EO: 5 marks



Advise candidates to separate the responses to the bullet points via the use of paragraphs and to clearly signal the purpose of a new paragraph.

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** benefits of using wind power.
- State **two** problems of using wind power.
- Give **your predictions** on whether the use of wind power will increase in the future.

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 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 short phrases of their own (such as cohesive devices), 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 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, 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.

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.

You are doing a project about wind power. Read the text in the **Insert Booklet, Part 6, pages 8–9** and write a summary for your teacher.

In your summary you **must**:

- give **three** benefits of using wind power
- state **two** problems of using wind power
- give **your predictions** on whether the use of wind power will increase in the future.

You **must** write between **100 and 150 words only**. You **must** use your own words where possible.

(25)

First is the benefits, ~~the~~ the wind power can produce energy and ~~that~~ didn't cost any fuels, and it also can have greater efficiency than others based on local wind patterns. But the problems is, it is a huge expensive and is a lengthy process work. But after all I think that wind power will be more well used than now and ~~the~~ now a days ~~we~~ we use a lot electric car ~~then~~ because no ~~the~~ need to waste fuel and zero ~~as~~ fuels need to be burned. And also wind power is save ~~for~~ for birds and ^{will be} faster ^{and} getting ^{power in} more wind the ~~fast~~ future.



This response is just over 100 words long and could have been longer to make full use of the allowable word count. The candidate has identified two benefits of using wind power and two problems of using wind power, so gains 4 marks for the reading element of the task. In terms of communication and content, the candidate has responded to all three bullet points and could have further developed their response to the first two bullet points. Some accuracy and detail is lost because of how short the response is in terms of addressing the first two bullet points and the response is disjointed. The candidate has placed most focus on addressing the third bullet point. The tone and register is appropriate. In terms of lexical range and accuracy, the candidate has reused words /phrases from the source text as well as tried to use their own words when addressing the third bullet point. In terms of grammatical range and accuracy, the candidate has reused structures in addressing the first two bullet points and used their own structures in addressing the third bullet point. There is an adequate but predictable range of lexis and structures. In terms of effective organisation, the response does not make use of paragraphs. Punctuation and cohesive devices could have been better used to link ideas effectively.

CC: 2 marks

LRA: 2 marks

GRA: 2 marks

EO: 2 marks

IndC: 4 marks



Relying heavily on the source text when formulating a response will impact on the marks awarded for lexis and grammar as the task requires candidates to use their own words and structures where possible.

You are doing a project about wind power. Read the text in the **Insert Booklet, Part 6, pages 8–9** and write a summary for your teacher.

In your summary you **must**:

- give **three** benefits of using wind power
- state **two** problems of using wind power
- give **your predictions** on whether the use of wind power will increase in the future.

You **must** write between **100 and 150 words only**. You **must** use your own words where possible.

(25)

Wind power, the solution to ^{the} ever-growing energy needs is not very expensive, infact only a small percent of other methods' cost. This cheap solution after its installation, unlike coal, produces zero emissions. If properly maintained, the energy produced is completely free. Location doesn't seem to be a factor unless there ^{are} ~~is~~ no strong winds for these farms.

The turbines only work with the power of strong winds, without which no current could be harnessed making it less effective. Furthermore these wind farms are considered to be an eyesore ~~reducing~~ reducing the ~~attract~~ beauty of nature.

The demand for reducing the carbon footprint and ~~the~~ pressures caused due to depleting ~~nature~~ fossil fuels seem to be creating a new path for the renewable energies to be used.

Wind power is one among them and as per my thoughts as wind power is a profitable investment governments of all nations will start working on their wind farms.

Word count : ~~152~~ 146



This response makes full use of the allowable word count. The candidate has identified three benefits of using wind power and two problems of using wind power, so gains the full 5 marks for the reading element of the task. In terms of communication and content, the candidate has responded to all three bullet points and the tone and register is appropriate. The response communicates most successfully. In terms of lexical range and accuracy, the candidate has used a wide range of their own vocabulary and there are very few errors. In terms of grammatical range and accuracy, the candidate has used a wide range of structures and there are very few errors. In terms of effective organisation, the response is very coherent, making appropriate use of paragraphs, punctuation and cohesive devices to produce a very fluent response.

CC: 5 marks

LRA: 5 marks

GRA: 5 marks

EO: 5 marks

IndC: 5 marks



This response could have been improved by linking the content of each paragraph more clearly to the relevant bullet point.

Question 12

12 How did Hazel feel about being unable to move her things herself?

(1)

She was annoyed.



ResultsPlus
Examiner Comments

The candidate has responded with a phrase that does not appear in the source text.



ResultsPlus
Examiner Tip

There is no need for candidates to add any words to their response that are not present in the source text. Although 'was annoyed' appears in the text 'She was annoyed' does not.

Question 15

15 How did Hazel feel about her performance in her first refresher lesson?

(1)

wasn't as bad



ResultsPlus
Examiner Comments

Some candidates gave 'wasn't as bad' as a response to this question, which was incorrect.



ResultsPlus
Examiner Tip

Candidates need to check that the response to this type of question describes how a person feels.

15 How did Hazel feel about her performance in her first refresher lesson?

(1)

She was relieved



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Examiner Comments

This response scored 1 mark.

Question 16

16 How did Hazel's instructor try to help her relax?

(1)

By talking



The possible three-word response that appears in the text is 'He talked non-stop'. This candidate has reformulated this but has included the 'ing' form of the key word on the mark scheme 'talked'. This response was therefore marked as correct.



Candidates should take their response directly from the source text – there is no need for any reformulation.

Question 17

17 How did Hazel feel about her driving after the lessons?

(1)

confident and relax



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Examiner Comments

The candidate has given two responses to this question. Only the response 'confident' is correct.



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Examiner Tip

Candidates should not give more than one possible response to a question as this will be marked incorrect even if the correct response is present.

Question 34

34 As gaming is not *movement*, some people feel it should not be viewed as a sport.



Many candidates gave the correct response 'physically demanding'. Some candidates gave 'movement' as a response, which is not a grammatical fit. Other responses included 'physical' and 'a physical sport'. Neither of these responses are present in the source text, and are therefore incorrect.



Candidates should pay attention to the grammatical fit of their responses before deciding on a final response.

Question 36

(1)

36 Some people would prefer to playing computer games from gaming instead of from their regular work.



Many candidates responded well to this question and others were able to locate the correct paragraph that contained the relevant information. Some candidates responded with 'playing computer games', which is not a grammatical fit. Other candidates responded with phrases such as 'make money' which does not appear in the text and is therefore not accepted as a response.



Candidates should only provide responses that are sourced directly from the text.

Question 38

38 Research has shown that some children see gaming as a

exercise



Many candidates gave the correct response of 'form of exercise', which fits grammatically within the sentence. Other candidates successfully located this phrase; however, gave 'exercise' as a response, which does not fit grammatically. As these candidates had demonstrated an understanding of the text, this response was marked as correct.



Candidates should read the question carefully and check whether their chosen response fits grammatically in the sentence.

Paper Summary

Reading Paper:

Based on their performance on this paper, candidates are advised to:

- become familiar with the style of the paper and with the types of questions they can expect to find;
- follow the instructions in the rubric when answering questions and to adhere to the word limit;
- only use information taken directly from the text;
- 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;
- consider the grammatical fit of their answers in sentence completion questions;
- make sure they copy words from the text correctly when providing their answers;
- remember 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.

Writing Paper:

Based on their performance on this paper, candidates are advised to:

- practise with 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 their summarising skills using appropriate texts;
- remember that they need to try and use their own words for the summarising task in order to access the full range of marks;
- 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 the presentation of information;
- remember 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;
- 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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