



Pearson

Examiners' Report

Principal Examiner Feedback

Summer 2017

Pearson Edexcel International GCSE
In English as a Second Language (4ES0)
Paper 1R: Reading and Writing

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Publications Code 4ES0_01R_1706_ER

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Paper 1: Reading and Writing (4ES0/01R)

Paper Background:

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

Part	Topic	Question types and marks
Part 1 Reading	Webpage: 'You won't believe the perks some companies are offering...'	multiple matching (10)
Part 2 Reading	Article: 'Coming to a rooftop near you – the urban growing revolution'	short answer questions (10) multiple choice (5) 5/10 correct statements (5)
Part 3 Reading	Article: 'School travel plans'	true/false/not given (5) sentence completion (10) summary completion (5)
Part 4 Writing	An email to friends about a birthday meal at the weekend	informal email (10) 75 – 100 word response
Part 5 Writing	A report for the school magazine about a favourite film	semi-formal report (20) 100 – 150 word response
Part 6 Writing	Writing a summary of a text about taking a gap year	formal summary (20) 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 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 question will still be marked incorrect.

Part 2

Short Answer Questions

The short answer 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 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. Candidates will not be rewarded for these responses even if the correct answer (up to three words) is included in the response given as candidates have exceeded the word limit.
- In some cases, candidates are repeating elements of the question and then adding their response. Candidates are not required to repeat any of the question vocabulary in their response.
- What the candidate writes 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.
- As candidates are taking their responses directly from the source text, spelling is expected to be accurate.
- Candidates tend to struggle with what to write once they have located a possible response within the text.

Examples of Performance:

- Question 12

The correct response is '(his) (extensive) survey(s)'. Some candidates responded with 'gave out surveys' and 'create surveys'. These responses were not accepted as they do not fit with the meaning in the text despite containing the word 'surveys'. Also, these phrases do not appear in the source text.

- Question 13

The correct answer is 'conventional farming'. Some candidates responded with 'traditional farming' and 'traditional farms'. These phrases do not appear in the source text and therefore, were not accepted as responses. Other responses included 'using soil' and 'soil system'. These word combinations do not appear in the source text and were therefore not accepted as responses. It is clear that candidates understand the question; however, not fully complying with requirements of the question is causing some candidates to lose marks in this section of the paper.

- Question 17

The correct answers are '(their) energy bills' and 'energy bills drop'. In the source text it states 'These new residents also soon discover **their energy bills drop** substantially.' Candidates are required to write a maximum of three words in response to the question and these words should run together in the text. Some of those candidates who were able to locate the correct response in this part of the text lost marks by reformulating the text. Other responses included 'energy drop(s)', which was not accepted as this is reformulated and does not correctly answer the question. Another response was 'bill(s) drop' which was also not accepted. Although the response is not reformulated, it refers to bills in general, rather than to energy bills specifically.

Multiple Choice Questions

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

5/10 Correct Statements

In general, candidates successfully followed the instructions for this question, indicating which five statements they believed to be true.

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, which means that candidates will not be rewarded for this response even if the correct answer (up to three words) is included in the response given. What the candidate writes in response to the gap fill questions should be directly lifted from one point in the source text. Again, for this reason, spelling is expected to be accurate.
- 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 which impacted on grammatical fit, the response was rewarded.
- Candidates tend to struggle with what to write once they have located a possible response within the text.

Examples of Performance:

- Question 37

The correct response is '(healthier) alternatives'. Another popular response was 'active travel'. This was not accepted as an answer as it is not grammatically correct.

- Question 38

The correct response is '(the) (real) outcome(s)'.
Some candidates put forward 'creation' and 'majority' as responses. These were not accepted as responses as they are not correct in terms of the information given in the source text.

- Question 39

The correct response is '(much) (more) alert'.
One alternative response to this question was '(physically) active'. This was not accepted as a response as it is not correct in terms of the information given in the source text.

- Question 40

The correct response is '(healthy) habit(s)'.
Some candidates responded with 'health(y)', 'habit(s)' and 'overall health'. These responses were not marked correct as they do not fully convey the information given in the source text.

Summary Completion

Although candidates do follow the instructions for this task, some candidates lose marks for inaccurate spelling.

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 and short answer questions.
- Candidates should make sure they copy words from the text correctly when providing their answers.

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.

Part 4

Candidates found Part 4 to be an accessible writing task, as would be expected, with it being an informal email to friends. Part 4 was successfully responded to by the majority of candidates. The style and register necessary for a written communication with friends were confidently applied, with a good range of vocabulary and grammar. The majority of candidates made effective use of paragraphing and cohesive devices. A 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 pre-ambles at the beginning of the email 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 wasted words with lengthy introductions at the beginning of the email. 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, which in turn impacts on the chances for candidates to score highly.

Candidates are permitted to use any accepted vocabulary items in their response based on it being suitable for the informal register of the task. In this respect, some of the vocabulary candidates use in Part 4, would also be appropriate for use in Part 5, despite it being a semi-formal task. Obviously, if candidates use words such as 'dude' or 'pal' in Part 4, these would not be appropriate in Part 5. If, during the marking process, candidates use lexis that is unfamiliar to examiners, these words are routinely checked for meaning and their suitability for the task assessed.

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 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 for the school magazine, and responded to this task well. A wide range of vocabulary was used and candidates attempted to use a variety of grammar structures. There were some instances where candidates had included information about one or more of the bullet points after the 150 word limit, causing them to miss out on marks.

Some candidates choose to make use of headings and sub-headings, while others do not and opt for the use of paragraphing instead. Either approach is acceptable. In writing a report, it is advisable for candidates to write a short introduction stating the purpose of the report. The conclusion to the report is usually shaped around the final bullet point of the task. Another approach used by candidates is to use headings and sub-headings in combination with bullet points. Although this approach is accepted as a report format, candidates should consider how this affects cohesion if candidates do not write in full sentences. This year, not all candidates used an appropriate format to respond to this task. There were a number of instances where candidates had used a letter, email, review or article format.

Part 6

As with previous years, the summarising task was the most challenging for candidates. A 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 many cases, even where candidates were able to extract the necessary information from the text, they were unable to put this into their own words. A large number of candidates were overly reliant on the source text. Where candidates did make some attempt to use their own words, having to pick out relevant points from the text combined with the need to formulate a summary, meant that responses then 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 also used only isolated words or phrases of their own, these responses were not awarded any marks for lexis or grammar, but were credited for communicative quality and effective organisation.

This year, possibly due to candidates being familiar with the concept of the text, there were a higher 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, 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 count. 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 short conclusion to this task makes for a more cohesive response and one that communicates more successfully.

Advice to centres:

- 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 limits and address any of the bullet points outside the word limit, they will not be rewarded for this material.
- Work with students on a range of writing tasks: letters and emails (informal) and reports and articles (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.
- Remind students to focus on including information from the source text when addressing the bullet points in the summarising task and not to include their own ideas/interpretations.

Grade boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

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