Examiners' Report
Principal Examiner Feedback

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Pearson Edexcel International GCSE
In English as a Second Language
Unit 4ES1_01

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Paper 1: Reading and Writing (4ES1_01)

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

Part	Topic	Question types and marks
Part 1 Reading	Webpage: '10 Interesting Places to Stay'	Multiple matching (10)
Part 2 Reading	Article: 'Is Snacking Good or Bad?'	short answer questions (10) multiple choice (5)
Part 3 Reading	Article: 'A New Weather Station'	true/false/not given (5) sentence completion (10) summary completion (5)
Part 4 Writing	An email to a friend about playing tennis	informal email (10) 75 – 100 word response
Part 5 Writing	A letter to apply for a part-time job at the local library	semi-formal letter (20) 100 – 150 word response
Part 6 Writing	Writing a summary of a text: 'The Impact of Technology on Shopping'	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.

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 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. 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 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.

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 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 letter, 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 persuasive 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 , rather than as a letter. 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 technology may help customers with shopping
- state **two** ways technology may benefit companies
- give **your predictions** on how technology may change the way we shop 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 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 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.

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.
- Advise students to respond to all the bullet points on a task 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.
- 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 that it is important to meet the minimum word requirement on a task in order to give a fuller response that demonstrates the traits being assessed.
- 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 first two bullet points in the summarising task and to include their own ideas and interpretations for the third bullet point.