



# Examiners' Report

## Principal Examiner Feedback

Summer 2025

Pearson Edexcel International GCSE

In English as a Second Language (4WES1\_01)

Unit 1: Reading

## **Edexcel and BTEC Qualifications**

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at [www.edexcel.com](http://www.edexcel.com) or [www.btec.co.uk](http://www.btec.co.uk). Alternatively, you can get in touch with us using the details on our contact us page at [www.edexcel.com/contactus](http://www.edexcel.com/contactus).

## **Pearson: helping people progress, everywhere**

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your candidates at: [www.pearson.com/uk](http://www.pearson.com/uk)

Summer 2025

Publications Code 4WES1\_01\_2506\_ER

All the material in this publication is copyright

© Pearson Education Ltd 2025

4WES1\_01 assesses candidates' understanding of written English through a range of different text types. The themes of the texts come from the compulsory Topics 1–4. This unit is worth 50 marks and constitutes 25% of the total marks for the International GCSE qualification.

The unit is divided into 9 texts with 13 questions. The texts increase in challenge, complexity and length through the unit assessment. Candidates have one hour to read the texts and complete their answers.

### Texts and question types

| Question | Text type                                           | Question type         | Marks |
|----------|-----------------------------------------------------|-----------------------|-------|
| 1        | short texts on a birthday party                     | multiple choice       | 6     |
| 2        |                                                     | multiple response     | 3     |
| 3        | informal email about jobs                           | multiple response     | 3     |
| 4        | informal reply by email about jobs                  | complete the sentence | 5     |
| 5        | informal email to a friend about weekend activities | short response        | 6     |
| 6        | informal reply by email about weekend activities    | multiple response     | 3     |
| 7        | introduction to a website about jobs (formal)       | multiple choice       | 3     |
| 8        | webpage about jobs (formal)                         | short response        | 5     |
| 9        | formal letter to editor about schools               | short response        | 6     |
| 10       |                                                     | multiple choice       | 2     |
| 11       | blog about holiday activities                       | multiple choice       | 3     |
| 12       |                                                     | multiple choice       | 2     |
| 13       |                                                     | short response        | 3     |

### **Question 1a-f**

In this question, candidates were required to read three short texts relating to a birthday party and answer six multiple choice questions, including one based on illustrations. As expected, the vast majority of candidates performed well on this task.

### **Questions 2, 3 and 6: multiple response questions**

For these questions, candidates were required to mark three correct responses out of a possible six. The statements can either be complete statements or be the endings to a sentence stem. Where a sentence stem is included, candidates need to read the stem carefully.

Candidates generally followed the guidance for these questions well. Responses were clearly marked even when changes were made, and there were very few examples of candidates giving more than three responses. Note that for each additional response, one mark is deducted from the total for that question.

### **Question 4**

The text in this question was the reply to the email in question 3. Candidates were required to read the email and then complete five gap-fill sentences, selecting five words out of 11 from a box. Candidates generally coped well with this question. However, some candidates used words from the text rather than the words from the box and so were not awarded marks. Candidates should note that the words are given in the correct form to fit the gaps in the sentences. There is no need to change them.

### **Question 5**

For this question, candidates were required to read an informal email about weekend activities.

- 5b) Some candidates repeated information from the question rather than answering the question. To gain the mark, candidates had to specify that Danny's trousers/clothes got wet.
- 5d) Some candidates included the incorrect answer 'play games online'.

### **Question 7**

Most candidates performed well on these questions.

### Question 8

This question required candidates to give a short written response to five questions. The text was a webpage taken from the same jobs website as question 7.

- 8a) Candidates were required to give an exact figure for 2022. Responses that included words such as 'up from' were not awarded the mark.
- 8b) Some candidates gave answers based on their own opinion or knowledge rather than information from the text. Marks were only awarded for responses that referred to the future job opportunities.
- 8d) Candidates were required to identify that 'being helpful' was common to all 'High Touch' jobs, therefore responses which referred to 'using hands' or 'shops and businesses' were not awarded the mark.
- 8e) Some responses did not give a clear or unambiguous answer to the question, relying on using 'when it becomes cheaper' instead of specifying 'space travel'.

### Question 9

This question required candidates to give a short response to seven open-ended questions. Although full sentences are not required in this unit, candidates do need to answer the questions fully. At this level, candidates are expected to be able to manipulate and reformulate the wording in the text to answer the questions in a focused way.

- 9a) Candidates were required to include an action in their response, such as 'change to' or 'introduce'.
- 9b) To gain the mark, responses needed to include the exact figure for 2023. Responses that included a range of figures were not awarded the mark.
- 9c) Candidates were required to recognise that 'clearest benefit' was a synonym for 'one reason... is obvious' in order to identify the answer as 'a three-day weekend'. Incorrect responses often included a number of reasons, or they included the unnecessary information 'few people... would complain'.
- 9d) Responses needed to clearly state that students would not miss out on lesson time by going to a doctor's appointment.
- 9e) Candidates needed to recognise that 'usually' is a synonym of 'mainly' and therefore the correct answer was that grades usually go down. Where candidates included 'grades never go up' as a preamble, the mark was given, but it was not accepted on its own.

- 9f) Candidates generally understood that 'others' replaced the word 'subjects'. However, common incorrect responses included 'lessons', 'classes' or only specified particular subjects. Responses such as, 'subjects like computing' were awarded the mark.

### **Question 10**

Candidates were required to use inference skills and to identify the overall purpose of the text.

- 10a) Out of the two, this question proved more challenging. The correct answer can be inferred from the sentence '... they would all have to be in classrooms since the halls and playgrounds would be in use.'
- 10b) Most candidates successfully answered this question which required candidates to identify the main purpose of the text.

### **Question 11 and 12**

Candidates generally performed well on these questions which required careful reading of the text and distractors.

### **Question 13**

Although there is no requirement to write in full sentences in this unit, and sometimes a single word may be sufficient, candidates do need to ensure that their responses fully answer the question. At this level, candidates cannot rely on copying passages from the text without any adjustments to the words and phrases.

- 13a) Incorrect answers often relied on copying text without answering the question 'How does Samira feel ...?'
- 13b) To gain the mark, responses had to refer to Samira being responsible for cleaning the sand.
- 13c) Candidates were required to specify that Samira wanted someone with her, so single word answers such as 'friends' or 'family' were not sufficient to gain the mark.

## Recommendations

- Remind candidates that this unit tests their reading comprehension and so they need to use the information and evidence from the text in their responses. Unless specifically asked, they should not use their own opinions or knowledge to answer questions.
- Advise candidates to use the length of the answer lines as a guide to the length of their responses. All the answers in this unit are classed as 'short response'. Most questions can be answered in fewer than five or six words.
- Remind candidates to read the whole question carefully and pay attention to details. Responses must answer the question fully and be clear and unambiguous.
- Remind candidates to focus their answer on the required information. Sometimes, a candidate can add unnecessary information to their response and unwittingly turn a correct answer into an incorrect one.
- Advise candidates to be cautious about using ambitious language in this unit. Although they cannot rely on copying large chunks of text, candidates can often answer questions by manipulating the words and phrases used in the texts. Some responses showed candidates were trying to use complex language and phrases, but, unfortunately, they did not successfully answer the question set.
- Encourage candidates to make notes on the exam papers to help them. It was encouraging to see many candidates highlighting key words in the texts and questions, and/or methodically working through the multiple choice and multiple response options to identify the correct answer.

The examining team would like to thank the teachers for their efforts in preparing the candidates for the requirements of this new unit.

