



Examiners' Report

Principal Examiner Feedback

Summer 2025

Pearson Edexcel International GCSE

In English as a Second Language (4WES1_01R)

Unit 1: Reading

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4WES1_01R 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	information about activities for guests at a hotel	multiple choice	6
2		multiple response	3
3	informal article about a new school	multiple response	3
4	informal article about a new school, continued	complete the sentence	5
5	formal job application letter	short response	6
6	formal letter about a job interview	multiple response	3
7	introduction to an article about holidays	multiple choice	3
8	article about holidays, continued	short response	5
9	blog about family and hobbies	short response	6
10		multiple choice	2
11	formal article about fake websites	multiple choice	3
12		multiple choice	2
13		short response	3

Question 1a-f

In this question, candidates were required to read a notice about activities available at a hotel 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 otherwise correct mark is deducted from the total for that question.

Question 4

The text in this question was a continuation of a school magazine article from question 3. Candidates were required to read the information 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 a formal job application letter.

- 5c) To gain the mark, candidates had to answer the question 'why' by stating that Amit can describe food well, and not just state that cooking was his favourite hobby.
- 5e) This question proved challenging for many candidates as there was confusion over 'the last time' and 'Last August'. Candidates were required to read the whole paragraph to find the information that Amit worked 'in April' and 'did not work after that'.
- 5e) The required information came from the final paragraph where information about dates was given. However, some candidates included the incorrect answer 'needed to study' taken from the previous paragraph.

Question 7

Candidates generally coped well with 7a) and 7c).

- 7b) This question required candidates to identify whether the report was written before, during or after the summer holidays. This proved challenging for a significant number of candidates.

Question 8

This question required candidates to give a short written response to five questions. The text was a continuation of the article about holidays and gave three students' accounts of their summer holiday.

- 8b) Most incorrect responses were due to candidates copying 'didn't have any plants or animals in it' directly from the text and therefore they did not answer the question.
- 8c) Most candidates answered this successfully giving answers such as, 'shorter distance' or 'not such a long way'. Most incorrect answers gave information about the features of the campsite, such as, 'peaceful' and 'friendly people'.
- 8d) This question proved challenging for many candidates. Incorrect responses included 'seven hills' or 'a city'. Responses that referred to 'a place where you can see the whole city' in a clear and unambiguous way, were awarded the mark.

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 refer to the age difference between Altaf and his brothers. Some candidates unsuccessfully copied the text and wrote 'a 10-year age difference between my two brothers'.
- 9c) Incorrect responses were often due to a candidate including 'without' in their answer. Other incorrect responses included information about the brothers going away to work or college.
- 9d) Candidates were required to recognise that 'compete with' is synonym for 'challenge' and to refer to the similarity in their abilities. Incorrect answers often referred to information about chess.

- 9e) Some candidates were caught out by the distractor 'busy doing other things' which referred to the length of time that the games took, rather than the reason for choosing to play on an app.

Question 10

For these questions, candidates were required to find information regarding Altaf and his brother, Milek, which were in the bottom half of the text.

10a) Most candidates coped well with this question. Candidates had to infer or recognise that the phrase 'If you haven't heard of it yet' suggests Altaf thinks Padel 'is not well known in many countries.'

10b) Out of the two, this question proved more challenging. Candidates were required to understand the meaning of 'play enough', and to infer that Altaf was happy with the amount of time he plays chess with Milek through his positive tone and/or the phrase 'which suits me'.

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) The question includes the prompt 'what should we avoid' but many candidates referred to actions that were encouraged, such as, 'stop and think' or 'never rush into buy something'. Responses which included 'avoid' were marked as correct as long as the answer was clear and unambiguous.
- 13b) Incorrect responses often gave David's profession, 'cyber-security expert', or a specific detail, such as, 'personal email addresses'.
- 13c) This question asked 'What positive message does the writer want us to remember?' Unsuccessful responses referred to the specific advice by Miss James, or they were negative in their advice. Successful responses included, 'Fake websites are making obvious mistakes that you can spot.'

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.

